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ABSTRACT

This book provides over 300 summaries of joint-venture programs between secondary and postsecondary schools. The overall purpose of the partnership programs is to improve the chances for at-risk students to graduate from high school and have a successful college experience. The main portion of the book is divided into four parts, each focusing on a major grouping of partnerships: (1) "Programs and Services for Students"; (2) "Programs and Services for Educators"; (3) "Coordination, Development, and Assessment of Curriculum and Instruction"; and (4) "Programs To Mobilize, Direct, and Promote Sharing of Educational Resources." Each part begins with a brief introduction, followed by an array of abstracts that describe these partnership activities. Following these four parts is a comprehensive national directory to the programs in the national computer database. For each partnership program, the directory lists the following: name of the higher education institution; name of the partnership; name, address, and telephone number of the higher education contact person; and a five-digit program reference number. Appendices include a blank survey form for readers interested in submitting new entries to the database or updating existing information, and information for accessing the national partnership computer database at Syracuse University. Contains an index. (GLR)

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LINKING AMERICA'S SCHOOLS AND COLLEGES

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LINKING AMERICA'S SCHOOLS AND COLLEGES

**GUIDE TO
PARTNERSHIPS &
NATIONAL
DIRECTORY**

by

Franklin P. Wilbur, Ph.D.

Leo M. Lambert, Ph.D.

endorsed by

National Association of Secondary School Principals

American Association of Community and Junior Colleges

American Association for Higher Education

published by

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LINKING AMERICA'S SCHOOLS AND COLLEGES
Guide to Partnerships & National Directory
by Franklin P. Wilbur and Leo M. Lambert

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FOREWORD

Why has David Hamburg, president of the Carnegie Corporation of New York, called for every college and university in the nation to "have a strong, substantive, explicit functional linkage with schools in its geographic area"? Why have organizations such as the American Association for Higher Education, the National Association of Secondary School Principals, and the American Association of Community and Junior Colleges encouraged and supported partnership programs?

Why? Because partnerships between schools and colleges and universities are making a difference in student achievement. Partnership programs are enabling more students to complete high school and be successful in college or on the job. Partnership programs are improving career opportunities for women and minorities in math, science, and engineering and in tech-prep/associate degree programs. Partnership programs are redefining the boundaries between schools and colleges, to the point where the faculty and administrators who work on behalf of these programs see themselves as part of a single "K through graduate school" system of education.

Schools and colleges have traditionally not been very good at continuity. They are too often a collection of disjointed parts that fail to connect. This publication is aimed at helping to improve the connection.

Since AAHE first published the *National Directory of School/College Partnerships* in 1987, both the number and variety of partnership efforts have increased. *Linking America's Schools and Colleges: Guide to Partnerships & National Directory*, the successor to that initial publication, provides a comprehensive overview of the many ways professionals from all sectors of education are working together to improve outcomes for students.

Whether your school or college or university is already involved in the partnership movement or is just getting started, *Linking America's Schools and Colleges* will help you learn about successful programs and get in touch with colleagues throughout the country who share your interest in this aspect of educational reform. It is with pride that we have endorsed this effort. We commend it to your use!

Russell Edgerton
President
American Association for Higher Education

Timothy J. Dyer
Executive Director
National Association of Secondary School Principals

Dale Parnell
President
American Association of Community and Junior Colleges

PREFACE

The programs described in this book address one or more of the important, complex questions facing contemporary American education: how to prepare disadvantaged and at-risk youth for higher education; how to challenge and foster the most precocious and talented of our youth; how to keep teachers intellectually invigorated and enthusiastic about teaching; how to best train new teachers for the profession; and how to effectively manage resources for education in the face of sagging federal and state funding for education. These fundamental questions bridge the mysterious chasm that separates K-12 from higher education. The programs described here are testimony to the fact that these questions can best be addressed when educators from schools and colleges regard one another as equal partners having overlapping missions.

Linking America's Schools and Colleges is the product of the second national survey of school-college partnerships, which was initiated in late spring 1989 and continued with a follow-up survey mailing in mid-summer. As with the first national survey in 1987 (which resulted in AAHE's *National Directory of School-College Partnerships*), survey instruments were mailed to the chief academic officers of all two- and four-year colleges and universities in the United States. (A sample survey instrument is included in Appendix A.) The chief academic officers were asked to forward the surveys to those faculty and administrators on their campuses involved in school-college collaborative activities.

The survey instruments called for respondents to compose abstracts of 300-500 words describing their programs, as well as to provide basic demographic and directory information. Both the spring survey and the summer follow-up survey continued to elicit responses well into 1990. All survey data, including the abstracts, were entered into a computer database on school-college partnerships, which is fully described in Appendix B. The bulk of this volume (Parts One through Four) consists of abstracts selected from among those responses; the *Directory of School-College Partnerships* beginning on page 239 was compiled using the submitted directory information.

In the Introduction to *Linking America's Schools and Colleges*, Louis Albert, vice president of the American Association for Higher Education, provides an overview of the school-college partnership terrain. In this opening statement, Dr. Albert comments on the vitality and growth of the partnership movement, summarizes the national survey data, and points out emerging trends.

The main portion of the book is divided into four parts, each focusing on a major grouping of partnerships: (1) Programs and Services for Students; (2) Programs and Services for Educators; (3) Coordination, Development, and Assessment of Curriculum and Instruction; and (4) Programs to Mobilize, Direct, and Promote Sharing of Educational Resources. Each part begins with a brief introduction, followed by an array of abstracts that describe a wealth of partnership activities. Selecting just 343 abstracts from the more than 1,400 submissions was a formidable challenge; many excellent programs were not included because their goals and activities were too similar to other featured programs. Others were excluded in an attempt to capture the diversity of the partnership movement by striving for representation across geographic regions, the major sectors of higher education (public, private, two-year, four-year), discipline foci of the partnerships, and scope of the partnership activity (national, regional/state, or local).

Following these four parts is a comprehensive national directory to the programs in the national computer database. For each partnership program, the Directory lists the following: name of the higher education institution; name of the partnership; name, address, and telephone number of the higher education contact person; and a five-digit program reference number. The symbol  signifies programs with abstracts appearing in Parts One through Four. It is our intent and that of the American Association for Higher Education that this national directory section facilitate sharing of information about school-college partnerships on an institution-to-institution basis.

The two appendixes are also noteworthy. Appendix A provides a blank survey form for readers interested in submitting new entries to the database or updating existing information. Institutions absent from the directory section are encouraged to return surveys now, which will enable them to be considered for inclusion in future publications, as well as assure their receiving important announcements about upcoming partnership conferences and publications. Appendix B describes the national partnership computer database at Syracuse University; faculty and administrators at schools and colleges are invited to access the database to conduct customized searches—by discipline, geographic region, or program type.

Finally, indexes are provided. Programs are indexed by name of the higher education contact, by higher education institution, and by partnership name.

The school-college partnership movement grew extraordinarily during the 1980s. We hope that *Linking America's Schools and Colleges* will contribute to the increased vitality and strength of the movement throughout this decade and into the next century.

ACKNOWLEDGMENTS

Linking America's Schools and Colleges is the product of many talented individuals, both on the national scene and at Syracuse University, committed to the ideas and ideals of the school-college partnership movement. First and foremost, we are indebted to our wonderful colleagues at the American Association for Higher Education for championing school-college partnerships and playing a primary role in placing the partnership movement high on the nation's higher education agenda. AAHE's sponsorship of this book (and its cosponsorship with the National Association of Secondary School Principals of the 1987 edition), as well as its conferences on school-college collaboration, demonstrate the organization's intellectual leadership on this topic—one that is increasingly important to the overall vitality of our troubled education system.

Specifically, we wish to thank our AAHE friends Russ Edgerton, Lou Albert, Bry Pollack, and Carol Stoel. We also thank Jim Palmer, of the American Association of Community and Junior Colleges; Tex Boggs, president of Western Wyoming Community College; and Paula Bagasao, of the University of California, for their helpful critique of our survey instrument.

At Syracuse University, we are indebted to the staff of Project Advance, without whose support this undertaking would have been impossible to complete. Ann Hayes worked with us on virtually every phase, but we especially appreciate her meticulous coordination of the data entry and for keeping us well organized. Cindy Clark and Debbie LaVine did especially splendid work performing text scanning and word processing. Marilyn Leiker worked tirelessly on a variety of editorial tasks and made many important contributions. We, however, remain fully responsible for any errors that remain despite the competence of all these colleagues.

The patience of our families in allowing us to devote so many evenings and weekends to this book is perhaps the single most important factor that ensured its completion. We reserve our most heartfelt thanks and love for Cheryl, Jeff, and Tim Wilbur and Laurie, Callie, and Mollie Lambert.

*F. P. Wilbur
L. M. Lambert*

INTRODUCTION AND OVERVIEW OF THE PARTNERSHIP MOVEMENT

The Partnership Terrain

by

Louis S. Albert

Vice President, American Association for Higher Education

Over the past decade, large numbers of American colleges and universities have entered into partnership arrangements with schools. Some of these partnerships connect schools with colleges of education, continuing long-standing and traditional inter-institutional relationships. Some, like the Holmes Group or the Coalition of Essential Schools, constitute national efforts to reform the system—through changes in teacher education, through curriculum development, and through school restructuring.

But most of the recently formed partnerships are local, grassroots efforts that place college and university professionals into new and very different relationships with their counterparts in the schools. These relationships are characterized by collegiality and respect, and by the awareness that the partners are acting out of mutual, enlightened self-interest. Unlike the more traditional ways in which colleges relate to schools, the new partnerships are not one-way streets; schools and colleges both gain from their participation in partnership activities.

In the new partnerships, all sectors of higher education are involved. Partnerships are just as likely to be found in community colleges as in research universities. And, more often than not, faculty and administrators from the arts and sciences—rather than from schools of education—are the key postsecondary participants in the collaborative process.

National Survey Results

In 1989, Franklin Wilbur and Leo Lambert surveyed colleges and universities nationwide in order to learn about the nature and extent of their partnership arrangements with schools. (The survey was a follow-on to their 1987 survey, the results of which were reported in the AAHE publication *The National Directory of School-College Partnerships: Current Models and Practices*.) From among the 1,286 colleges and universities responding, Wilbur and Lambert selected the profiles that follow in Parts One through Four of this volume; directory information for all the respondents is found in the National Directory beginning on page 239.

In comparison with the results of the 1987 survey, the 1989 results reveal a striking increase in the sophistication and quality of local partnerships. They tell the story of a school-college-university partnership phenomenon that is contributing in significant ways to the quality and effectiveness of American education and to improved achievement by students at all levels.

Where are these partnerships? What benefits do they promise for students, faculty, and curricula? Where is the partnership movement headed? The survey results begin to answer these key questions and others.

What kinds of institutions are involved?

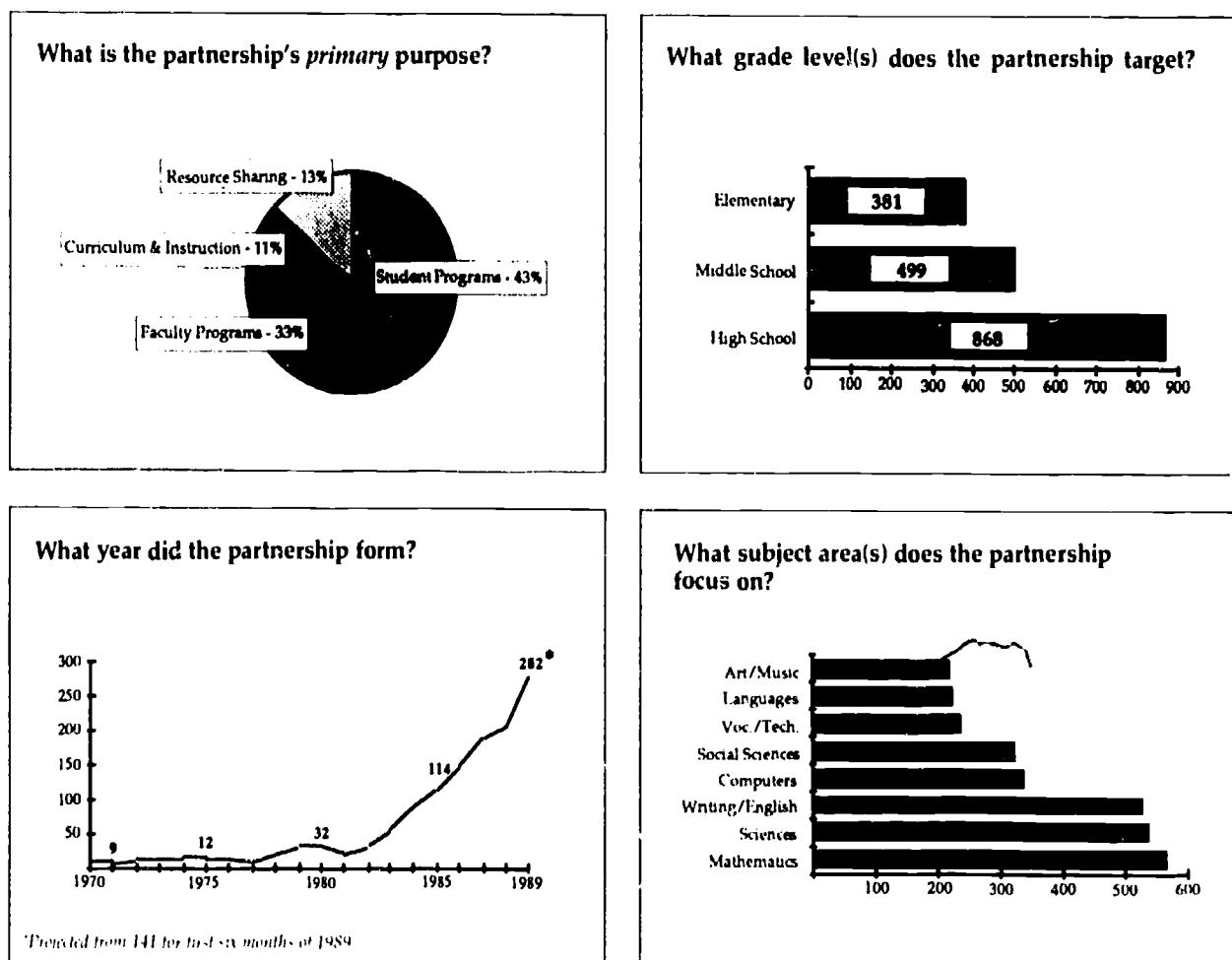
The number and variety of partnership activities uncovered in the survey lend support to the observation that we are indeed in the middle of a "partnership movement."

Partnerships are found in every state, in both public and private institutions. Of the 1,286 responding colleges and universities, 882 are public and 404 are private.

Partnerships target all grade levels; some target more than one grade level. The 1987 *National Directory of School-College Partnerships* reported mainly on high school/college collaboration. But, the current database indicates that many partnership programs are now aimed at elementary and middle schools, reflecting a growing understanding of the need to intervene on behalf of students in their earlier years of schooling.

When did the partnership movement begin?

Although the survey uncovered a significant number of partnerships more than 10 years old (some go back more than 20 years), the mid-1980s marked the beginning of a period of rapid growth in partnership number and variety. Some people credit the school reform reports, especially *A Nation At Risk* in 1984, with driving the expansion of collaborative programs. Others suggest that colleges and universities, out of concern for potential enrollment shortfalls, entered into partnerships as a way of increasing the number of students in the postsecondary pipeline. But, an analysis of the survey responses also points to other, more specific reasons why partnerships form—for example, to improve teaching in science or mathematics, to provide pre-collegiate on-campus experiences for middle school students, or to design and implement a multicultural curriculum.



What purposes do partnership programs serve?

Survey respondents were asked to identify the primary focus or purpose of their partnership activities. Their responses fall into the four categories that form the main parts of this publication: (1) programs and services for students; (2) programs and services for educators; (3) coordination, development, and assessment of curriculum and instruction; and (4) programs to mobilize, direct, and promote sharing of educational resources.

Programs and services aimed at providing direct services for students include a large number of early-identification and early-intervention programs, programs that bring K-12 students to college and university campuses for enrichment work during the summer, after school, and on weekends. Many of these programs connect student achievement in school with the promise of college scholarships.

Programs for educators typically are directed at the professional-development needs of faculty and administrators. Faculty and administrators also are deeply involved in partnership activities that focus on curriculum and materials development. The resource-sharing partnerships often take the form of inter-institutional consortial arrangements or "adopt-a-school" programs.

What subject areas do partnerships focus on?

Respondents were asked to indicate whether their collaborative programs focus on specific subject areas. Many reported more than one area of concentration, with mathematics, science, and writing leading the list regardless of whether the partnership targets high school, middle school, or elementary school teachers and/or students.

National, Regional, and State Advocates

While most partnerships are clearly local in origin and scope, a number of national, regional, and statewide organizations are important contributors to the partnership movement. These advocates for collaboration, as part of their larger efforts to improve student achievement through improving teaching and learning at all levels, often support local collaborative programs.

At the national level, the advocates include organizations such as The College Board, the National Association of Secondary School Principals, the Council of Chief State School Officers, and the Education Commission of the States and a number of higher education associations, including the American Association for Higher Education. With funding from the John D. and Catherine T. MacArthur Foundation, AAHE conducts a National Project in Support of Academic Alliances, which are local groups of school and college faculty from the same or related disciplines who meet regularly throughout the academic year. In cooperation with The College Board, AAHE also runs an annual National Conference on School/College Collaboration, through the AAHE National Office on School/College Collaboration.

The regional accrediting associations are getting into the business of encouraging collaborative programs, too. In 1990, the New England Association of Schools and Colleges (NEASC) started a full-time Office of School/College Collaboration. In 1989, the Middle States Association (MSA) adopted a resolution encouraging development of Academic Alliances and other forms of collaboration within its member institutions. NEASC, MSA, and a number of other accrediting associations are talking about how to encourage colleges and schools to include collaborative activities in their accreditation self-studies.

And support for partnership activities is growing at the state level. Since the mid-1980s, the California Academic Partnership Program has funded a number of innovative projects. New Jersey, Tennessee, Arkansas, Virginia, Wisconsin, Ohio, Georgia, Texas, North Dakota, Minnesota, New York, and Massachusetts, among others, have supported partnership programs at the state level.

No list of advocates for collaboration would be complete without mentioning the discipline-based faculty professional societies. The American Physical Society is an active supporter of Academic Alliances and other collaborative activities. In addition, a variety of programs and/or statements of support have been developed under the auspices of the American Historical Association, the Mathematics Association of America, the American Chemical Society, the National Geographic Society, the National Science Teachers Association, and the Modern Language Association.

Foundations also have played a major role in shaping the partnership movement. Many programs owe their origins to the Ford Foundation, the Rockefeller Foundation, the John D. and Catherine T. MacArthur Foundation, or the Carnegie Corporation of New York. Government-sponsored foundations such as the National Science Foundation and the National Endowment for the Humanities have played similar supportive roles.

Where Is the Partnership Movement Going?

Partnerships are not an end in themselves. But, increasingly, partnerships are being seen by faculty, administrators, and community leaders as an important means of achieving the particular objectives of improving educational opportunities for students and enhancing student performance. And, in the process, the educators who work collaboratively with one another are redefining the profession of teaching. They see themselves as part of a single

system of education stretching unbroken from kindergarten through graduate school. They have gained new respect for the sophistication and complexities of the teaching and learning process at all levels, because in successful partnerships a faculty member's level of professionalism is not seen as inversely proportional to the age of the students being taught. And they have formed new professional relationships with one another based upon a sense of interdependence and shared mission. A transformed education profession should prove, in the long run, to be one of the most important contributions of the partnership movement.

Part One**PROGRAMS AND SERVICES FOR STUDENTS*****Introduction***

The breadth of school-college partnership programs aimed at providing direct services to students is truly extraordinary. The programs featured in Section One, "Serving Underrepresented and At-Risk Populations," constitute the largest group responding to the 1989 national survey. One would hope this is an indication of a nation beginning to come to grips with one of its most urgent problems: The education pipeline is leaking badly, and the students most likely to leave at every point along the way, from junior high school through graduate school, are members of so-called "minority" groups—a term rapidly losing meaning, since African Americans, Latino Americans, Native Americans, and Asian Americans will constitute the majority of the population in some states later this decade. The national statistics on at-risk populations are devastating in every respect: school completion rates, academic achievement, undergraduate enrollment rates, college graduation rates (especially in science and mathematics), graduate degrees awarded, and representation on the faculties of colleges and universities in the United States.¹

The partnerships in Section One share many characteristics. They are concerned with early intervention, often beginning with populations in grades six through nine and sometimes extending into lower elementary grades. Support mechanisms to help guarantee students' success are also key; these take the form of involving parents in the partnership programs and providing tutoring, mentoring, and encouragement from community and church groups. Funding for these programs comes from an impressive array of corporations and foundations, as well as from local businesses; local, state and federal governments; and, of course, sponsoring schools and colleges. Enrichment activities that involve students in hands-on activities are also important features. These include field trips; visits to museums, hospitals, and science centers; career exploration seminars; and summer residencies on college campuses. Many programs offer the ultimate incentive of a college scholarship, provided the students meet basic academic prerequisites.

Section Two, "College Courses for High School Students," describes the range of opportunities for high school students to begin college-level studies early. The programs that have emerged in this area in the past 20 years are impressive. The state of Minnesota's Enrollment Options Project and the state of Florida's Dual Enrollment program are examples of coordinated, state-supported initiatives to bridge the 12th grade and collegiate freshman years. The California State Polytechnic University-Pomona provides an example of the untapped power of technology in linking schools and colleges, in this instance by offering "live" college courses by microwave transmission to participating high schools. Other programs, such as the Summer Humanities Institute at the University of California, Davis, bring students on the campus for an intensive, summer, residential experience. Courses in many programs are taught by well-qualified and specially trained high school teachers in the schools, but in other instances they are led by college faculty either in the schools or on the college campus. College credit earned through these programs is generally transferrable to most postsecondary institutions, but more important, the programs combat "senioritis" by offering students a sampling of the challenges and demands of the college curriculum.

Section Three, "Enrichment and Gifted-and-Talented Programs," provides examples of exciting partnerships directed towards gifted and talented students, as well as those partnerships focused on enriching the K-12 curriculum. Gifted education partnerships range from The Johns Hopkins University's nationally prominent Center for the Advancement of Academically Talented Youth, to the Wharton School of Business's Pennsylvania Governor's School for Business. Enrichment-oriented partnerships include a host of creative collaborative activities, including faculty visitation programs; drama department productions accessible to public schools; orientations to college libraries; summer institutes for the arts and humanities; Saturday workshops and seminars; and student leadership institutes.

Section Four, "Middle Colleges and Early Colleges," describes only six programs, but any discussion of school-college partnerships is incomplete without a mention of early and middle colleges. These new types of institutions have in large measure shaped the school-college partnership movement because they have led to radical redefinitions of traditional educational structures to creatively serve special populations.

1. *Minority Success: A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project* (May 1990). Published by the State Higher Education Executive Officers, Denver, Colorado.

SECTION ONE:

Serving Underrepresented and At-Risk Populations

UNIVERSITY OF PENNSYLVANIA LEAD Program in Business (Leadership, Education, and Development) Reference Number: 20678

The Leadership, Education, and Development (LEAD) Program in Business began in 1979 as a joint effort by the Wharton School of the University of Pennsylvania and McNeill Consumer Products Company to remedy a difficult problem: the underrepresentation of minority students in undergraduate schools of business and in middle and upper management. Wharton and McNeill proposed a creative and practical solution: recruit 30 outstanding minority high school leaders for a four-week summer session on the Penn campus, and introduce them to the educational and career opportunities that business offers.

From the Wharton-McNeill pilot program, LEAD has grown to a national program, cited by President Reagan as one of America's most successful enrichment programs for minority youth. Since 1980, more than 2,500 minority high school leaders have participated. An example of LEAD's success is that, in 1986, 120 minority college graduates, all alumni of the 1982 summer program, entered the nation's corporate work force.

Ten of the nation's top business schools—University of Arizona, UCLA, Columbia University, Duke University, Maryland/Howard University, University of Michigan, Northwestern University, University of Pennsylvania/Wharton, University of Texas at Austin, and University of Virginia—offer LEAD programs, which, in turn, have attracted more than 150 corporate sponsors.

LEAD is open to all minority high school juniors who demonstrate superior academic achievement and

leadership. LEAD candidates are identified, recruited, and selected in cooperation with A Better Chance, Inc., of Boston, whose goal is to increase the number of well-educated minority students who will assume leadership responsibility in America. Those selected attend one of the 10 LEAD programs at participating universities.

The national pool of LEAD candidates far exceeds the available number of places in the program. Of the 14,000 applications in 1987, 300 openings were filled from among 1,200 finalists. The minority representation was 63 percent African American, 18 percent Hispanic, 18 percent Asian, and 1 percent Native American. Of these, 56 percent were female; 44 percent, male. Approximately 45 percent of the students accepted for LEAD were from low-income families.

Students selected for LEAD receive scholarships covering all costs of tuition, room, board, books, and school supplies, as well as a weekly stipend for miscellaneous expenses. LEAD also pays each student's transportation costs to and from the host university.

The core curriculum introduces students to a wide range of disciplines, such as economics, finance, management, marketing, corporate strategies, and sales and retailing. There are classroom lectures by university faculty and corporate representatives, presentations of case studies, computer instruction, classes, field trips to business offices and industries, and a series of dinner meetings with minority corporate managers.

The students live together on campus and can use the universities' cultural, recreational, and athletic facilities during their stay. There are also weekend outings, visits to places of interest, and social events. Equally important are the friendships and camaraderie among students from different locales and backgrounds.

Part One**CONTACT:**

Harold J. Haskins
 Operations Director
 University of Pennsylvania
 3609 Locust Walk
 Philadelphia, PA 19104
 (215) 898-8596

PACE UNIVERSITY

Pace Liberty Partnerships Program (LPP)
 Reference Number: 20933

The new Pace Liberty Partnerships Program (LPP, 1989-92) establishes consortia arrangements among John Jay High School in Brooklyn, I.S. 131 in lower Manhattan, Roosevelt High School in Yonkers, and Pace University to (1) identify students at risk of dropping out of school; (2) provide those students with services designed to increase their motivation and ability to complete secondary education; and (3) seek entry into postsecondary education.

First-year funding in the amount of \$240,000 has been provided by the New York State Education Department, Office of Higher and Continuing Education, Division of Postsecondary Equity and Access, for service to 120 secondary school students. In an arrangement similar to Eugene Lang's "I Have a Dream" Program, Pace LPP students who complete high school will be eligible for scholarships covering recognized nontuition expenses associated with college attendance (e.g., room and board). New York State will provide Liberty Scholarships, and the New York State Higher Education Services Corporation will administer them.

Pace LPP replicates successful dropout-prevention strategies developed over the university's four-year history of partnership with schools in the Pace Stay-in-School Partnerships Project (e.g., student auditing of college classes, university undergraduates as mentors, inservice training for participating teachers). New and innovative components include team home visits with a health/education/parental involvement focus; SAT training provided at cost by Princeton Review Foundation, which brings a rich history of expertise in preparing disadvantaged minority students; and a course in word processing for targeted students' parents with job placement capability.

Pace is further assisted in these partnerships by four community-based organizations (The Door—A Center for Alternatives; Good Shepherd Services; Westchester Education Coalition; and the School and Business Alliance of Yonkers), which complement the university effort with a broad array of services and advocacy

support—a combination that leaves the Pace LPP powerfully positioned to attack the dropout phenomenon. A corporate partner, New York Telephone, will provide assistance in the context of employment readiness.

CONTACT:

Michael N. Bazigos
 Assistant Dean, Funded Outreach Programs
 Pace University
 41 Park Row, Room 414
 New York, NY 10038
 (212) 346-1472

ST. JOHN FISHER COLLEGE

Thomas Jefferson Middle School Partnership
 Reference Number: 21243

St. John Fisher College embarked on a unique educational partnership with Thomas Jefferson Junior-Senior High School in the fall of 1987. The Rochester City School District's reorganizational plan turned Jefferson into a middle school housing sixth, seventh, and eighth grades in the fall of 1988. The partnership is designed to counter the dropout rate in the mostly minority at-risk population of middle schools in the urban core, which is the critical place to encourage academic achievement.

The specific objectives of the partnership include encouraging students to stay in school, moving to and progressing through high school with an academic performance that will allow college matriculation, graduating from college, and leading productive lives in the community as responsible citizens and valued employees. The Fisher-Jefferson partnership is a cooperative effort among Fisher faculty, students, and alumni/volunteers and Jefferson faculty, staff, students, and parents to build academic proficiency among students.

The program includes the following activities that address the key objective—to curb the dropout rate in the at-risk population:

- (1) Fisher students are selected to tutor Jefferson students in such subjects as mathematics, science, and English. Tutors receive ongoing training to help them understand various issues dealing with adolescent development, peer pressure, self-esteem, self-worth, and cultural diversity.
- (2) College students are matched with middle school adolescents in an ongoing relationship for one to three years. Student role models can influence educational aspirations, attitudes, values, and self-concepts that may change future occupational goals in the younger students.

- (3) Students, supervised by college and middle school faculty, participate in the Science-Technology Club, which exposes the students to an array of science activities, related occupations, and professions.
- (4) College students assist teachers in visits to the Museum and Science Center, planetarium, universities, and business and industry sites. Recreational activities include bowling, ice skating, roller skating, special events, and the theater.
- (5) The college makes annual awards that guarantee \$2,000 per year, for four years, to those Jefferson students who enroll at St. John Fisher College upon graduation from high school. The college recently announced its first award recipients—30 eighth graders.
- (6) Fisher will provide 10 adult moderators, each of whom will work with two grant recipients as they move through high school. These adults will encourage and facilitate the academic progress of their students in conjunction with the faculty and staff of the high schools and the students' families. Fisher will assist the moderators with a meaningful support system of coordinated activities, on and off campus, for parents and students and provide appropriate training.
- (7) Thirty eighth-grade students (20 Jefferson grant recipients and 10 students from Frederick Douglass Middle School) will attend a one-week on-campus summer program that will focus on self-worth and self-esteem and introduce students to academics, especially mathematics and science. Field trips to the Museum and Science Center and hands-on experiences provided at various businesses in the community will allow students discussion and application in today's world.

The Fisher-Jefferson partnership is partly funded by a foundation grant and the Rochester Liberty Partnership Consortium under a New York State grant, which extends through the 1991-92 academic year.

CONTACT:

Dr. Thomas M. McFadden
Vice President for Academic Affairs and Dean
St. John Fisher College
Rochester, NY 14618
(716) 385-8116

its mission providing access and support to under-prepared students. The Liberty Partnership Program offers OCC a unique opportunity to extend this mission to work cooperatively with two school districts to reduce the number of high school dropouts and to provide resources to enable high schools to increase their retention rates.

OCC will be working in partnership with the Syracuse School District at four high schools involving students in grades 9-12. A smaller partnership will link OCC to the Lafayette School District with an initial focus on the Onondaga Indian School located in the Onondaga Nation. This partnership will involve students in grades six through eight. In subsequent years, the partnership and resources will follow Native American students to Lafayette High School. The goal of OCC's Liberty Partnership is to encourage and enable at-risk young people to stay in school. Many factors contribute to placing a student at risk, and Liberty Partnership Program components address each factor.

The lack of parental involvement is the target of the Parent Education Empowerment Program, which assists parents in understanding educational issues affecting their children, enhances parenting skills, and connects parents with the "school team." Part of this school team are student advocate/resource workers, who will link at-risk students to school and community services. The student advocate/resource workers would participate in a series of studies skills workshops to reinforce and assist students in using community and school information effectively. Successful men and women from the community will be recruited as mentors to provide positive role models for the students. Several of the workshops would be appropriate for parental involvement.

After-school and in-school assistance will be provided by tutors who have been trained to work with at-risk students, and who will work with individuals and small groups for two hours a day to remedy low achievement and elevate the self-esteem of the students. Other after-school and Saturday activities will involve postsecondary exploration. These workshops will familiarize students with the various curricula available and provide them with visits and seminars linking them with area employment opportunities. These sessions will focus on continuing education and post-educational career opportunities and will address the lack of long-range planning and goals of at-risk students.

OCC will provide special sections of two college-credit-bearing courses available to 15 juniors and seniors formerly at risk. Both courses, Orientation to College and Career Exploration, will be held in the late afternoon in a college setting. Students successfully completing these courses will leave high school with four college

ONONDAGA COMMUNITY COLLEGE

Liberty Partnership Program

Reference Number: 20871

Onondaga Community College (OCC) of the State University of New York has long recognized as part of

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credits.

The last component of the Liberty Partnership is an exchange program to provide staff-development resources for district teachers and to link those resources to the resources of OCC. An additional focus of this component will be to elicit ongoing assessment of the effectiveness of the Liberty Partnership from the teachers to enable the director to make program adjustments as necessary. This component will be linked to the Syracuse School District through the Syracuse Teacher Center and OCC's Center for Community Education.

A variation of these Liberty Partnership Program components will be designed cooperatively by the staff of the Onondaga Indian School and the director of the project. It is recognized that cultural differences and the younger age of this student population will require significant adaptation of these components to ensure their relevance and success. All components will be evaluated by the end of year one, and adjustments will be made to enhance their effectiveness or to alter the program structure in preparation for year two.

CONTACT:

Carol Cowles
Assistant to the President
Onondaga Community College
Syracuse, NY 13215
(315) 469-8695

SAN DIEGO STATE UNIVERSITY

Mathematics, Engineering, Science Achievement
(MESA)
Reference Number: 20892

The idea of the Mathematics, Engineering, Science Achievement (MESA) Program began nearly 20 years ago when a professor of engineering became distressed at the scarcity of black students who found their way into Berkeley's School of Engineering. A math teacher at Oakland Technical High School felt that if teachers worked with promising math and science students the way coaches work with promising athletes, the city of Oakland would produce as many successful engineers as it produced athletes. These MESA founders designed a program that encouraged minority students to take the college-preparatory courses necessary to major in mathematics, engineering, and the physical sciences at the university level.

Today, more than 200 such coaches work with more than 5,000 African American, Mexican, and Native American students in grades 7-12. Eighteen MESA pre-college directors support these coaches by providing participating students with six major activities designed

to enrich their educational programs. These programs are:

- (1) *Organized Study.* Professionals, college students, and/or MESA students who have excelled in their coursework tutor students to help them understand mathematical and scientific concepts. Both individual study and group study are arranged to help MESA students maintain high GPAs.
- (2) *Academic Advising and Career Exploration.* Special counseling helps students plan their junior and senior high classes and meet deadlines for college applications, scholarships, and financial aid. Speakers from a variety of engineering and technical fields provide practical information about career opportunities.
- (3) *Summer Enrichment Programs.* Students are offered expanded studies in mathematics, science, English, computers, and engineering.
- (4) *Scholarship Incentive Awards.* Students who maintain a 3.3 GPA in advanced-level college-preparatory mathematics, science, and English courses and score above 900 on the SAT can earn scholarship support while still in high school.
- (5) *Field Trips.* Students visit industrial plants, research centers, universities, engineering firms, computer centers, and other sites where technical professionals are employed.
- (6) *Family Involvement.* MESA brings parents or guardians into the support network. Family members help both by encouraging students in their studies and by joining with other parents to help with such activities as home study groups, field trips, and social events.

The MESA office, headquartered at the Lawrence Hall of Science, University of California, Berkeley, has overall responsibility for the statewide MESA Pre-College Programs. More than 90 percent of MESA Pre-College Program graduates are admitted to four-year universities, and 67 percent of these students declare a math-based major. MESA represents a working partnership among the public schools, higher education, and industry.

CONTACT:

Susan Dixon
Director, MESA
Room 403A
College of Engineering
San Diego State University
San Diego, CA 92182
(619) 594-4197

UNIVERSITY OF SOUTHERN CALIFORNIA
Mathematics, Engineering, Science Achievement (MESA)
Reference Number: 21078

The Mathematics, Engineering, Science Achievement (MESA) idea began to take form in 1968 when a group of university professors, secondary school teachers, other professionals, and students shared their concern about the small proportion of engineers (2.8 percent) from ethnic groups that constituted 15 percent of the nation's population. Recognizing that preparation for science-related careers should begin in the early years of high school, MESA founders designed a program that would encourage minority students to take the college-preparatory courses necessary to major in mathematics, engineering, and the physical sciences at the university level.

The MESA office, headquartered at the Lawrence Hall of Science, University of California, Berkeley, has overall responsibility for the statewide MESA Pre-College Programs. MESA Pre-College Centers are affiliated with universities that have strong engineering and physical science departments. Each of the 16 centers works with nearby senior high schools and serves 100-800 students.

The MESA Pre-College Programs provide participating students with seven major activities designed to enrich their educational programs.

- (1) *Tutoring.* Professionals, college students, and/or MESA Pre-College Program students who have excelled in their coursework tutor students to help them understand mathematical and scientific concepts and maintain high GPAs.
- (2) *Independent Study Groups.* Organized and supervised by MESA advisers, study groups provide a support environment for effective learning.
- (3) *Academic, University, and Career Advising.* Special counseling helps students to select a high school program, choose a university to attend, complete university application forms, and write a resume. Speakers from a variety of engineering and technical fields provide practical information about career opportunities.
- (4) *Field Trips.* Students visit industrial plants, research centers, universities, engineering firms, computer centers, and other sites where technical professionals are employed.
- (5) *Summer Enrichment and Employment Programs.* Students are encouraged to participate in enrichment programs in mathematics and science during the summers following grades 9-11. Meaningful summer positions are available to selected MESA students after their

junior and/or senior years.

- (6) *Scholarship Incentive Awards.* Students who maintain a B+ average in advanced-level college-preparatory mathematics, science, and English courses can earn scholarship support while still in high school.
- (7) *Activities and Competitions.* Students participate in weekly activities, including hands-on math and science activities, SAT preparation seminars, speaker presentations, etc. Also, students participate in major inter- and intra-MESA center math, science, and engineering competitions.

More than 90 percent of MESA Pre-College Program graduates have gone on to study at colleges and universities. Of this group, more than two thirds have chosen majors in related technical fields.

CONTACT:

Larry Lim
 Director, MESA
 OHE 104
 School of Engineering
 University of Southern California
 Los Angeles, CA 90089-1455
 (213) 743-2127

UNIVERSITY OF WASHINGTON
Early Scholars Outreach Program (ESOP)
Reference Number: 20767

The Early Scholars Outreach Program (ESOP), an activity of the University of Washington's Office of Minority Affairs, is a partnership arrangement between the university and six middle schools with large minority enrollments. The program is designed to address the serious issue of underrepresented minority student access and retention in higher education.

In recent years, the problem of African American student enrollment decline at the college and university levels has become a national concern. In this state, as in the nation, the problem became acute in the early 1980s and is exacerbated by the limited number of African American students who meet the University of Washington's regular admissions requirements. Similarly, the enrollments of Hispanic, American Indian, Pacific Islander, Filipino, and underrepresented Asian students at the university and other four-year institutions in the state of Washington are disproportionately low, given their proportionately higher representation in both statewide population and K-12 enrollments.

Through activities on the University of Washington campus, students gain the motivation and determination needed for improved academic achievement. Through the program's school-year tutorials, students refine their

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academic skills and their in-class performance. By also recruiting ESOP parents, the interest and participation of family members in the college-preparation process is sustained and enhanced.

ESOP has three special features. First, the program networks the university into direct partnerships with middle school educators, students, and parents. Individual schools rearrange schedules to fit the needs of student scholars. Second, the parents create home environments that encourage scholastic achievement and early preparation for college. Third, both the state and the private sector are involved in the funding and planning; those involved include the Washington Round Table, the governor's staff (which kept early outreach in the governor's 1987 education package), and the legislature. Funding was authorized by the 1987 legislature, and the program now enjoys supplemental funding for specialized activities from Chevron USA and FIPSE.

Since the Early Scholars Outreach Program was established in July 1987, the program's primary goal at each of the participating middle schools has been to maximize the number of students who, by the ninth grade, are enrolled in a college-preparatory curriculum and who perform competitively. It is projected that this long-range strategy will promote an increase in the number of students who graduate from high school fully prepared for college. It is also projected that this outreach will encourage and support student leadership behaviors so that students will participate in student governance activities, as well as create a critical mass of peer scholars within their middle and secondary school buildings.

The second program goal has been to demonstrate that college/middle school partnerships are an effective approach to increasing the number of minority students who enroll in college well equipped to compete in a competitive environment, graduate in a timely fashion able to enter careers, and enjoy the option to enroll in graduate and professional programs of study.

Given the program's infancy, these goals have not yet been met. The Early Scholars Outreach Program, however, has generated a high level of interest among students and parents. By approaching the governor and the legislature directly, the university has focused attention on the issue of the early outreach approach at the highest levels of state leadership. Fortunately, too, the program has achieved cooperative working relationships with middle schools that are in the forefront of minority education issues.

CONTACT:

Dr. Millie Russell
Assistant to Vice President
Early Scholars Outreach Program

University of Washington
1400 N.E. Campus Parkway
Seattle, WA 98195
(206) 543-6598

TEMPLE UNIVERSITY

"Tell Them We Are Rising"
Reference Number: 20752

Dr. Ruth Hayre, a member of the Philadelphia Board of Education and a retired superintendent of one of Philadelphia's subdistricts, established the "Tell Them We are Rising" Program with Temple University. Through this program, Dr. Hayre set up a fund to provide financial support for the college tuition of 119 sixth-grade graduates of two Philadelphia elementary schools in June 1988. All of these students are from a north Philadelphia neighborhood that would qualify them as being at risk of educational failure and dropping out of school. To qualify for these funds, students must graduate from high school and matriculate into a postsecondary program of study.

The program is administered by Temple University's College of Education, which oversees the various support services that are integral to the program and holds the endowment fund from which college tuition support will come. The dean of the College of Education, Dr. Hayre, and the superintendent of the subdistrict that includes the two elementary schools make up the program's executive committee, which has the responsibility of coordinating all components of the program.

The title of the program is derived from the response of Dr. Hayre's grandfather to the inquiry of a Union general who was visiting a southern school shortly after emancipation. The general asked what news to take north, and Dr. Hayre's grandfather, a former slave, replied, "Sir, tell them we are rising." This phrase was immortalized by John Greenleaf Whittier's poem "Howard at Atlanta" and received national publicity at the time.

In addition to the promise of assistance for a postsecondary education for any student who graduates from high school and attends college, the program provides a variety of support services for the students. These include the following:

- (1) a full-time program coordinator who, as a Temple employee, integrates all components of the program and closely monitors the academic progress of all students in the program;
- (2) a mentorship program that provides each of the 119 students with an adult professional mentor to interact with throughout their middle school and high school

- years;
- (3) a tutorial program, using students from Temple University, that provides academic tutoring for all students in the program;
 - (4) a continuing series of activities involving the students, their parents, and members of the Temple community.

In addition to administering the program, Temple has also provided support for a faculty member to act as the liaison between the university and the program. This faculty member has the general charge of coordinating the support services provided by the university and acting as program spokesperson at the university.

CONTACT:

Dr. Richard M. Englert
Dean, College of Education
Temple University
Broad and Montgomery
Philadelphia, PA 19122
(215) 787-8017

BETHUNE-COOKMAN COLLEGE
Kenan Pre-College Program
Reference Number: 20744

The Kenan Pre-College Program began in 1988 when Bethune-Cookman College and five universities received highly competitive grants from the William R. Kenan, Jr. Charitable Trust. The program is administered through the Southern Regional Education Board.

Bethune-Cookman College (in Daytona Beach, Florida) and the Volusia County Public School District have joined hands in this program. The Kenan Pre-College Program is designed to (1) increase student achievement and self-concept; (2) increase student motivation and college disposition; and (3) provide students with the competencies they need to attend and graduate from college. This partnership effort reinforces and enhances other programs available within the public school system for selected high-risk middle and secondary students. Primary emphasis is placed on students whose achievement is below their potential for college work. Efforts are directed at improving test-taking abilities and grades in pre-college courses, preventing dropouts, and providing assistance for the special needs of minority students.

Students enter the program in the eighth and ninth grades and continue in it until they graduate from high school. Some 150 to 200 students receive tutorial assistance and instruction from education majors at Master Teachers at the college. Activities have been formulated to build self-confidence and improve all language, mathematical, and other college-preparatory

skills through a combination of academic, social, cultural, and motivational experiences. Thus, students are assisted with such endeavors as preparing for the SAT and Florida's College-Level Academic Skills Test and applying for college admission and financial aid.

Parents of the students and youth motivators from the community are essential components of the program. Parents receive training that is designed to enable them to reinforce and provide extra support at home. Youth motivators serve as adult role models who encourage the students to achieve academic and personal excellence.

Since the most advanced of the program's participants are now in the 10th grade, improvements in college-attending rates cannot yet be demonstrated. However, early evaluative data show improvements in student achievement and parental involvement.

CONTACT:

Dr. Ada P. Burnette
Director, Kenan Program
Bethune-Cookman College
Daytona Beach, FL 32115
(904) 255-1401, ext. 373

UNIVERSITY OF ALASKA AT FAIRBANKS
Rural Alaska Honors Institute (RAHI)
Reference Number: 20735

The Rural Alaska Honors Institute (RAHI) was conceived in 1982 when the leadership of the Alaska Federation of Natives (AFN) came to the University of Alaska at Fairbanks (UAF) seeking an innovative way to stem the high college dropout rate of rural Alaska Native students and to promote the success of these students. Specifically, the AFN wished to focus on career and academic opportunities in education, engineering, business management, natural sciences, and natural resources management. With this concept, the first Rural Alaska Honors Institute was held in 1983. The program is fully funded by UAF.

During the summer preceding the senior year, RAHI offers rural students with strong academic records (3.0 GPAs) the opportunity to come to UAF for six weeks to experience the challenge of learning and succeeding in college. Each RAHI student selected is awarded a full scholarship covering all travel, room, board, tuition, and student fees. With 95 rural high schools participating in the program and only 40 scholarships available each year, acceptance to RAHI is competitive.

Students live in the dormitories while taking eight core courses: Mathematics, Writing for College, Alaska Native Claims Settlement Act, College Study Skills,

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Orientation to the College System, Oral Communication, Swimming, and Team Research Project. Additionally, the students select a college specialty course taught by a UAF professor in business management, engineering, education, natural science, or natural resource management.

Coursework includes class lectures, note taking, discussion, assigned reading, research, field work, papers, quizzes, and exams. Students use the VAX mainframe computer, word processors, and the Rasmuson Library. Special features of the program include field trips, dances, and Native Alaskan foods.

In addition to evaluating each student for college readiness, RAHI makes recommendations for each student's senior year coursework and a plan for college admittance. Later, follow-up during the senior year assists students with their college applications.

When RAHI alumni return home, they have the opportunity to share their experiences with their communities. Younger students are especially impressed and become more academically aware so that they too might be able to attend RAHI in the future. With a stronger commitment to learning, RAHI alumni do well during their senior year of high school.

Through RAHI, the transition from a rural environment to a college campus is facilitated. Students who enter UAF as college freshmen are familiar with the campus and quickly meet others who attended RAHI.

A limited number of paid summer work-study internships are available to RAHI alumni attending UAF. These students gain practical experience in their major by working for a Native Alaskan corporation. Each succeeding summer, students can continue their internship, becoming better prepared for the job market when they graduate.

At UAF, there are 60 RAHI alumni on the main campus, with an additional 20 enrolled at the rural campuses. RAHI alumni are enrolled also at universities outside Alaska, including Stanford, Dartmouth, Princeton, and Wellesley.

CONTACT:

Jim Kowalsky
Director, RAHI
University of Alaska at Fairbanks
508 Gruening Building
Fairbanks, AK 99775-0140
(907) 474-6887

THE GEORGE WASHINGTON UNIVERSITY

Multicultural Student Services Center
Reference Number: 20862

Since 1969, The George Washington University (GW), through the Educational Opportunity Program (EOP), has enjoyed a successful partnership with the District of Columbia Public Schools. The EOP, now a component of the new Multicultural Student Services office, annually provides tuition grants, tutorial services, and academic and peer counseling to approximately 250 economically disadvantaged students.

In 1978, GW entered its first year of the High School College Internship Program (HI/SCIP). Still thriving today, this program allows academically talented students who have completed 11th-grade requirements the opportunity to enroll in freshman courses at local college campuses. Students are accepted to GW as part-time students for one academic year and select a maximum of six hours per semester from the various departments of study. Each year, approximately 25 high school seniors earn an average of nine hours of college credit through HI/SCIP.

Recently, The George Washington University has expanded its commitment to the metropolitan area and has taken the lead in the development and implementation of pre-college programs. In 1988, the Educational Opportunity Program was selected to serve as host and college site for a pilot pre-college enrichment program. The program, called Project Enrich/College Knowledge, was designed and supported by Aetna Life Insurance, The College Board, the District of Columbia Public Schools, and The George Washington University; it served more than 70 at-risk D.C. students in grades 8-12.

Each week the students visit the campus to attend participatory seminars covering a myriad of topics. Among the many topics were Why College?, How to Access Your Strengths and Weaknesses, How to Choose a College Major, How to Write a Comprehensive Essay, and How to Find Your Way Around a College Library. The model used was widely accepted and led to a return to campus last summer for a repeat performance. With the assistance of various academic professors and advisers, an academic component was added to offer students a greater understanding of the career opportunities available through postsecondary fields of study.

The success and publicity of this program prompted three metropolitan area school districts and community organizations to request GW's participation in a comparable program for their students. During the 1989-90 academic year, the university lent support to develop

a pre-college enrichment program and strengthen the working relationship with the Fairfax and Alexandria School Districts and the "I Have a Dream" Foundation.

In January 1990, GW made several financial commitments to graduates of D.C. public schools. First, the university, with the Federal National Mortgage Association and the *Washington Post*, pledged \$1 million over the next 10 years for the students of H.D. Woodson and Eastern Senior High Schools. A matching grant is available to every student at Woodson and Eastern who matriculates into The George Washington University as a full-time undergraduate in the year following graduation.

Also, GW President Stephen Joel Trachtenberg announced the creation of the 21st Century D.C. Scholars Program, whose purpose is to provide four years of undergraduate higher education at The George Washington University to 50 of the most outstanding graduates of D.C. public high schools between 1990 and the year 2000. The scholarship will cover tuition, room and board, books, fees, and supplies.

CONTACT:

Valerie Epps
Director, Multicultural Student Services Center
The George Washington University
2127 G Street, NW
Washington, DC 20052
(202) 994-7010

WAYNE STATE UNIVERSITY
Wade McCree Incentive Scholarship Program
Reference Number: 20529

With the start of school in the fall of 1987, the Presidents' Council of State Colleges and Universities in Michigan established the Incentive Scholarship Program. (In 1988, the program was named in honor of Wade McCree, an internationally known lawyer and former U.S. solicitor general, who died in 1987.) Under the program, colleges and universities in the state offer guaranteed full-tuition scholarships to selected at-risk high school students, beginning with ninth graders in fall 1987. This program reflects a four-year commitment by Michigan's 15 public universities to significantly increase minority opportunities in higher education. It is the responsibility of each institution to determine its source of funding for these scholarships.

Eligible program participants are eighth graders who have demonstrated high academic performance and/or potential. Once identified, students and their parents or guardians are expected to sign an agreement specifying certain performance expectations and conditions.

Although requirements may vary by school district, all students must fulfill the following basic conditions: (1) students will enroll in a college-preparatory program in high school; (2) students will maintain a cumulative GPA of 3.0 on a 4.0 scale; and (3) students will take the ACT in their junior year and attain a composite score of at least 19.

The program has been designed as a motivator for students from an urban setting to continue their education after completing their secondary schooling. More than half the scholarship participants come from the Detroit public schools (DPS). The purpose of the program is to provide early intervention, appropriate counseling, and financial security in the form of scholarship support to encourage the students to do well in school and enter a university.

Of the 145 scholarships offered by Michigan public universities in 1987, Wayne State University (WSU) guaranteed 35 to students from Detroit public schools. In 1988, 158 scholarships were awarded; WSU offered 30 to students enrolled in the DPS system. Funding for WSU scholarships is provided by the WSU Merit Scholar Fund. By 1990, the Michigan public universities will have made incentive scholarship offers to about 600 students, the majority of them enrolled in Detroit public schools.

CONTACT:

Ronald Hughes
Director, Undergraduate Admissions
Wayne State University
3 East Helen Newberry Joy
Detroit, MI 48202
(313) 577-3581

BURLINGTON COUNTY COLLEGE
New Partnerships for Work and Learning
Reference Number: 20498

Through the New Jersey State Challenge Grant Program, the governor has challenged the state's postsecondary institutions to address initiatives focusing on secondary school partnerships, programs to support new technologies, and the recruitment and retention of minority students. Burlington County College received a \$1.1 million grant from the New Jersey Department of Higher Education in July 1988 to fund the New Partnerships for Work and Learning project. This comprehensive project is designed to address the following four initiatives over a three-year period:

- (1) a partnership with Burlington County College to increase the overall rate of retention and completion for African American and Hispanic students;
- (2) a partnership with the Willingboro community to

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- establish a grassroots presence for the purpose of attracting African Americans and Hispanics to the college;
- (3) a partnership with secondary schools to establish articulation agreements with secondary school personnel and make high school students and their parents aware of the types of career options available at the community college level;
 - (4) a partnership with business and industry to establish a close working relationship with the business community in order to understand work force needs, which will enable the college to structure new programs in accordance with those needs.

The second and third initiatives are profiled below.

Willingboro is a predominantly African American community. The college has established an outreach center in the heart of the community to provide residents with information about the college and offer remedial courses. One major feature of this grant component is the College Bound Club. This partnership has been established with the fifth and sixth graders at the J. Creswell Stuart Elementary School. The intent of building partnerships with these youngsters at an early age is to provide a consistent level of positive interaction with, and exposure to, the college environment and various career options. During the academic year, the children have participated in a variety of activities at the college.

The aim of the partnership with secondary schools is to establish a strong linkage with seven county high schools to define course articulation agreements, and to provide high school students and their parents with career and college awareness information on various careers and the prerequisite skills.

CONTACT:

Dr. Judith K. Winn
Vice President and Dean of the College
Burlington County College
Pemberton-Browns Mills Road
Pemberton, NJ 08068
(609) 894-9311

CASE WESTERN RESERVE UNIVERSITY

Career Beginnings

Reference Number: 20116

Career Beginnings is a dropout prevention program, and more. Career Beginnings started in 1986 and now serves 270 disadvantaged at-risk youth in seven area high schools. Students experience an intensive two-year intervention starting in the 11th grade that enables them to overcome barriers that inhibit their potential success;

develop career plans suited to their capabilities and interests; graduate from high school and pursue college or postsecondary education leading to meaningful employment; and develop a personal support network of teachers, ministers, and mentors.

Students in Career Beginnings receive mentoring from three adults who work cooperatively on behalf of each student: a teacher from their school, who serves as a case manager (one teacher per 10 students); a minister, working in tandem with the teacher; and a mentor from the business or professional community. In addition to this personal support network, students participate in activities designed to improve their self-esteem, academic achievement, career aspirations, and knowledge of their potential worth. These include workshops in basic life, job search, job survival, and college- and career-planning skills; SAT/ACT training; academic enrichment; and summer jobs.

The following outcomes have been achieved: 70 percent of participants are now attending four-year colleges with a retention rate of 95 percent; 12 percent are attending two-year colleges or trade schools; 8 percent are in the military; 5 percent are employed; and 5 percent are status unknown.

CONTACT:

A. J. Abramovitz
Professor of Community Service
Case Western Reserve University
2325 Abington Road
Cleveland, OH 44106
(216) 368-5273

ESSEX COUNTY COLLEGE

Talent Search Project
Reference Number: 20941

Essex County College's Talent Search Project actively seeks to improve educational opportunity and access for targeted students who traditionally have not participated fully in the advantages that higher education provides. The project's primary objective is to assist students from disadvantaged backgrounds not only to continue in and graduate from secondary school but also to enroll in postsecondary educational programs.

The Talent Search Project has operated under the auspices of Essex County College for the past 11 years. Within this period, staff members have provided a variety of services designed to meet the needs of low-income and first-generation college students. Project students have graduated from undergraduate schools, continued on to graduate institutions, and become productive citizens in their communities.

Specifically, Talent Search Project is an outreach program of information, educational guidance, counseling, and academic support. Through early-intervention activities, the objective of the project is to identify, encourage, and help the potentially able student pursue postsecondary studies. Students attend classes designed to upgrade their mathematics, English, and reading proficiencies. Individual counseling, computerized assessments, and out-of-state college tours intended to generate interest in college enrollment are integral components of the program.

Enrollment is open annually to 1,250 Essex County residents, aged 12 through 27. Funding for the project is derived through three-year discretionary grants from the U.S. Department of Education, renewable annually. The project is headed by four full-time and one part-time staff members, who together carry out major program objectives. The part-time support staff consists of seven instructor/counselors, six tutors, and two college work-study students. Talent Search Project is also supported in its activities through Essex County College's institutional and local community commitments. Further resources and support are provided through the county boards of education and postsecondary schools located within and outside the metropolitan area.

Data collected on students benefiting from Talent Search services show more awareness of postsecondary opportunities available to students from economically disadvantaged backgrounds. Student responses show increased knowledge of financial aid resources, the Equal Opportunity Fund, and other assistance programs in postsecondary schools. Students have also indicated broader awareness of career options.

CONTACT:

Betty Foster
Director, Special Programs
Essex County College
303 University Avenue
Newark, NJ 07102
(201) 877-3196

HARVEY MUDD COLLEGE

Project Upward Bound
Reference Number: 20017

Project Upward Bound is a national program that began in 1966 under the administration of the U.S. Office of Economic Opportunity. In 1969, it was transferred to the U.S. Office of Education, which became the U.S. Department of Education in 1980. Upward Bound's objective is to assist high school students from disadvantaged backgrounds to pursue and succeed in

postsecondary education. About 400 institutions of higher education in the United States host Upward Bound projects, serving a total of 30,000 students.

Harvey Mudd College has hosted Upward Bound since 1973, when it adopted the Claremont University Center's Upward Bound Program, which began in 1968. During the academic year, the college offers tutoring and counseling to Upward Bound students and operates a Saturday school at Harvey Mudd College that emphasizes critical thinking and value clarification. Rigorous academic training takes place for Upward Bound students during the summer months.

In 1973, the college expanded the summer program by sending students to other California college campuses, instead of operating a residential program at a single host institution. Students are assigned to four independent and autonomous mini-schools—some of which are located hundreds of miles from Harvey Mudd College in Claremont. Students are housed in small groups of 25 at selected colleges and universities close to extraordinary scientific, civic, or wilderness activities. While students live in college dormitories or other special housing facilities, they indulge in a rigorous academic program designed to meet individual needs. Each site has cooperative education relationships with renowned research institutions, medical facilities, executive offices, legislative bodies, environmental agencies, or naval operations. Students are given paid internships that are closely tied to Upward Bound's instructional, counseling, and career-exploration components.

CONTACT:

Octavio Boubion
Director, Upward Bound
Harvey Mudd College
Claremont, CA 91711
(714) 621-8123

WITTENBERG UNIVERSITY

Upward Bound
Reference Number: 20090

Upward Bound at Wittenberg began in 1965 as part of a pilot program funded by the U.S. Office of Economic Opportunity. The following year, the program was authorized nationally, and Wittenberg's program, ranked as one of the best in the country, has been successful and strong ever since.

Upward Bound was designed to reach students primarily from low-income families who have the potential to succeed beyond high school, but who have been turned off by traditional teaching methods or lack the motivation to continue their education. The program

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strives to make these students aware of educational possibilities beyond high school, to increase their sense of self-worth, and to strengthen fundamental learning skills such as reading and writing. Through the use of various intervention strategies, such as personal tutoring, exposure to altered curricula, and remedial instruction, Upward Bound has been successful in achieving these goals. Students who have participated fully in the program show a minimal average increase of one year's growth in each academic area measured by tests administered before and after participation.

The program consists of two phases. During the summer, Upward Bound students (enrolled in the 9th, 10th, or 11th grade) live in dormitories and take classes intended to improve skills necessary to succeed in college. If students are recent high school graduates, they are eligible to take college-level courses, with earned credits being transferable to the college or university the student will be attending in the fall. These courses are taught by both area teachers and Wittenberg faculty. In the second phase, students come to the Wittenberg campus at least once a week to be tutored by Wittenberg students in school subjects. Included in both of these components are free recreational functions such as camping, canoeing, and visits to museums and amusement parks. Students also attend cultural activities such as plays, concerts, and recitals.

Funding for the program comes largely from Wittenberg's Department of Education. The university also contributes and offers use of various facilities. Some subsidizing in the form of national grants occasionally occurs.

Since its inception at Wittenberg, Upward Bound has served more than 2,000 young people. A minimum of 80 students participate in the summer component and 80 in the academic year component. Of these students, 80 percent or more are typically placed in postsecondary education. Institutions such as The Ohio State University, Oberlin College, Howard University, and the University of Illinois have enrolled former Upward Bound students.

CONTACT:

Eddie Chambers
Director, Upward Bound
Wittenberg University
P.O. Box 720
Springfield, OH 45501
(513) 327-7535

TRINITY UNIVERSITY

Upward Bound

Reference Number: 21087

The Upward Bound program located in the Education Department on the campus of Trinity University involves 50 junior high and high school students with college potential who come from economically or culturally disadvantaged backgrounds. It is designed to assist students from the Edgewood and Harlandale School Districts in pursuing a postsecondary education through enhancement of academic and social skills and cultural enrichment. The program is divided into two major parts:

- (1) The academic year program is made up of instruction through 20 Saturday workshops, tutoring, counseling, and field trips. Field trips and cultural events are provided to enhance participants' personal development and motivation. The counseling and guidance portion of the program is concerned with assessing participants' needs and formulating individual plans to meet them.
- (2) Two summer programs are offered. The five-week Regular Summer Program provides academic skill development, cultural enrichment, counseling, and a recreational program. The Bridge Summer Residential Program is a five-week program for recently graduated seniors to experience the Trinity campus and college courses. An academic bowl, which brings Upward Bound students from across the state to compete in academic areas and engage in sporting events, is one of the highlights of the summer programs. Each year a different university hosts the academic bowl events.

In order for students to be participants in Upward Bound, they must first obtain parental, school, and district approval. Basis for selection also includes demonstrated college potential, a low-income or first-generation college eligibility, and an academic or social need for Upward Bound's assistance. Upward Bound receives its funding from the U.S. Department of Education and Southwestern Bell Telephone Company.

Trinity undergraduate students serve as tutors, residential assistants, and recreational instructors for the Upward Bound students. Counseling is provided by a full-time counselor and by graduate students in the school psychology program. Trinity professors serve as summer instructors and guest lecturers for a career orientation course. Upward Bound students have access to Trinity's library, recreational facilities, and cultural events.

CONTACT:
Joyce E. McQueen
Director, Upward Bound
Trinity University
715 Stadium Drive
San Antonio, TX 78212
(512) 736-7590

UNIVERSITY OF PENNSYLVANIA
Say Yes to Education
Reference Number: 20123

George Weiss, a trustee of the University of Pennsylvania, and his wife, Diane, a member of the Graduate School of Education's board of overseers, have promised to pay for the postsecondary education of all 111 members of the Belmont Elementary School class of 1987 who graduate from high school. Say Yes to Education is an educational support and enrichment program designed to help each child work toward graduation from high school, and to develop in each child expanded choices for a possible career; an understanding of the educational requirements for different careers; a curiosity about and active and responsible participation in learning; increased knowledge about what it takes to be a responsible man or woman; and expanded abilities to write and speak effectively.

Say Yes to Education provides (1) tutoring in reading, writing, and academic subjects, using about 120 volunteers from the University of Pennsylvania, Drexel University, and the Philadelphia College of Pharmacy and Science; (2) special sex and substance-abuse education programs; (3) personal contacts from the Weisses and their family, including phone calls to and from students and parents, direct participation as tutors and counselors during summer programs, and tracking of assessments and high school selection decisions; (4) placement of students as volunteers, so that they learn that they may make contributions themselves; (5) advocacy for students and parents, as necessary and in whatever setting is required; (6) monthly meetings with parents regarding the students' progress and special programs for parents on such topics as evaluating test scores and records, and special education counseling; (7) career exploration trips for students, including visits to Drexel University, the University of Pennsylvania hospital, the Philadelphia Zoo, the U.S.S. Kitty Hawk, and Washington, D.C.; and (8) home visits by coordinators to communicate program goals and to link the program, the schools, and the family.

Student participants entered high school in September 1989. Despite many difficulties and a high

percentage of learning-disabled students, to date none has dropped out and several have improved their academic records and are setting higher goals for their educations and careers.

The program is fully funded by George and Diane Weiss, through the Say Yes to Education Foundation.

CONTACT:

Dr. Norman Newberg
Director, Say Yes to Education Foundation
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-1819

CASE WESTERN RESERVE UNIVERSITY
Cleveland Initiative in Education
Reference Number: 20111

In 1987, Case Western Reserve University joined other members of the Cleveland Commission on Higher Education, the Cleveland Roundtable, and the Cleveland Public School System to establish the Cleveland Initiative in Education. The Cleveland Initiative in Education has as its goals to improve student persistence to graduation within the Cleveland public schools, to promote excellence, and to encourage youngsters to aspire to a postsecondary education.

Case Western Reserve University has initiated a number of programs at the university and within the community to assist the Cleveland Public School system to achieve the goals of the Cleveland Initiative in Education. From the long-standing Upward Bound Program, with its emphasis on health careers, the equally long-standing Minority Engineers Industrial Opportunity Program, and the Case Early Exposure to Engineering Program for Minority Students, to more recent additions such as the Case Pro-Engineering Program, the Cleveland Early Awareness Program, Career Beginnings, the Cleveland Partnership Program, the Minority Health Education Program, and the Step-Up Program, the programs' goals are to expose children to new areas, to help children improve basic skills, to develop their full potential, and to encourage them to aspire to a Case Western Reserve education. The programs enable students to participate in a variety of educational experiences that include weekend, evening, and summer programs and parallel the curriculum in the students' schools.

A main component of the Cleveland Initiative in Education is the Scholarship-in-Escrow Program, which enables junior and senior high school students to earn scholarships for their college education. Through

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generous support from the corporate community and the Cleveland Foundation, Cleveland public school students earn \$40 for each A, \$20 for each B, and \$10 for each C they achieve in academic subjects from seventh grade through high school. The money is held in escrow for the student, who may later use it to pay postsecondary educational expenses. A student may earn up to \$4,800 in the Scholarship-in-Escrow Program.

Case Western Reserve University has joined in this effort by matching the Scholarship-in-Escrow Program funds on a four-to-one basis, either by removing all loans from a student's financial aid package for the first two years of undergraduate education or by providing \$4 in scholarship support for every \$1 in Scholarship-in-Escrow support that the student has earned.

Case Western Reserve University continues its long-standing and far-reaching commitment to foster and promote excellence in its programs, its teaching, its research, and its community.

CONTACT:

Donald W. Chenelle
Director, University Financial Aid
10900 Euclid Avenue
Pardee Hall, Room 129
Case Western Reserve University
Cleveland, OH 44106
(216) 368-3866

GEORGE MASON UNIVERSITY

Early Identification Program

Reference Number: 20096

In response to the dwindling number of African American and other underrepresented ethnic group applicants to colleges and universities, George Mason University developed the Early Identification Program in conjunction with the Fairfax County, Area II Public School System in fall 1987. The program is designed to identify 50 academically able intermediate school students each year who are at risk of not successfully completing school, encourage these students to pursue a pre-college program in high school, and apply to George Mason. To support them in this effort, the program guarantees participants admission to George Mason if they graduate from a pre-college program in school with at least a C average. Beginning in 1989, students from Arlington County have participated in the program as well.

The Early Identification Program has three components: (1) a three-week summer enrichment program, taught by outstanding local teachers, that is interdisciplinary and team planned and executed; (2) a tutoring and academic support program offered by George Mason

students, held after school at local high schools and during an evening on the university campus, that provides weekly opportunities for group review and reinforcement; and (3) Saturday workshops, held every eight weeks, that bring the Early Identification community to the university to master techniques and strategies to promote academic success in more rigorous high school courses and to allow students to experience various aspects of college life.

Participants' academic progress is carefully monitored by school and program staff to identify those students in need of additional support. Transportation to the university and meals for the summer program, as well as the personnel to organize and monitor the program for the public school system, are supplied by the schools. Parental contact through regular correspondence and workshops is an important element in providing support to students.

Once students successfully complete the three-year program, they will be placed in summer job sites to acquire experience in the world of work. Once students enter George Mason, they will have the opportunity to serve as tutors for future students.

Various procedures are being used to monitor the effectiveness of the program. These include a comparison of the course selection and academic progress of Early Identification students with a similar cohort. The second- and third-year summer return rate for students is also being monitored. Lastly, participants' 11th-grade national test results will be measured against a comparable group of 11th-grade students.

CONTACT:

Hortensia B. Cadenas
Director
East Building, Room 123
George Mason University
Fairfax, VA 22030
(703) 323-2703

BRADLEY UNIVERSITY

Peoria County Bright Futures

Reference Number: 20061

Eight school districts within Peoria County, Illinois, received funding for a cooperative program with the College of Education and Health Sciences of Bradley University for pre-kindergarten children at risk of academic failure for the 1988-89 school year. The project is called Peoria County Bright Futures and is designed to improve retention-in-grade rates, reduce the need for special-education classes, and reduce the dropout rates of the participating school districts. Funding for the

project was provided by the Illinois State Board of Education through a competitive grant process. Bright Futures received \$250,000 for eight school district programs and an administrative and resource center on campus. Of that, \$90,000 went to Bradley University to direct the program, provide inservice and educational consultation, and set up and maintain the resource center. More than 90 three- and four-year-old children were served by the project during the first school year.

The goals of the project are (1) to identify through a screening process those children at risk of academic failure before they become school aged so appropriate educational experiences may be provided; (2) to provide a developmentally appropriate pre-school program for children identified as at risk of academic failure; (3) to assess needs of parents for parenting education, literacy, adult education, or vocational training and provide access to as many resources as possible to meet those needs; and (4) to provide a center for early childhood education with developmentally appropriate teaching ideas, materials, and supplies for parents, all teachers within the community, and Bright Futures staff.

Besides the school districts within the project, the Heart of Illinois Association for the Education of Young Children (the local professional affiliate for early childhood educators), Project Upward (literacy), and the Mid-Illini Educational Service Center also joined to support the center.

Bradley University faculty advised in selection of personnel and provided direct supervision of the teaching staff of eight teachers and eight aides. In addition, a parent coordinator worked with parents and provided parenting programs that were held at the resource center or on site. A developmentally appropriate pre-school program that emphasized goal setting and positive school experiences was held four days each week for 2.5 hours in each participating district. The fifth day, the staff met at the 1,000-square-foot Bright Futures resource center on campus for inservice training and project direction or made home visits to families in the program. More than 150 hours of inservice training was provided to the staff.

Resources for the participating school districts to draw upon included expertise for the set-up and supervision of the early childhood programs, the provision of a parent coordinator, and the resource center for their staff. Bradley University benefited through high-quality field experiences for early childhood education majors and student teachers in Bright Futures classrooms and the accessibility of the resource center for faculty and students.

Participating school districts were Brimfield, Dunlap, Elmwood, Illini Bluffs, Norwood, Pleasant Hill, and Pleasant Valley. The Peoria Heights School District served

as administrative agent for the project.

CONTACT:

Dr. Judy Helm
Associate Professor
Bradley University
206 Westlake Hall
Peoria, IL 61625
(309) 677-3187

GRINNELL COLLEGE

Des Moines "I Have a Dream" Program
Reference Number: 20046

Des Moines "I Have a Dream" Program, begun by Grinnell College, follows the examples provided by the more than 35 current "I Have a Dream" Programs that exist throughout the United States. Each of these programs adopts an entire elementary school class that is overwhelmingly disadvantaged. The program guarantees to pay a portion of tuition expenses at an accredited postsecondary educational institution following graduation from high school.

The program also provides support mechanisms for the students in order to keep them in school, achieving their fullest potential, out of trouble, and looking toward the future. These include a paid professional to work with the students and their families and numerous mentors to act as role models and a source for future networking.

It is important to stress that the basic goals of the program—providing hope and help to disadvantaged youth—are primary and attainable. The New York "Dream" class has already completed a cycle with a 60 percent success rate of students graduating from high school and furthering their education in one form or another. Over the past two years, more than 35 additional classes have been adopted by other sponsors.

Grinnell College received sufficient donations to adopt one 1990 fifth-grade class in Des Moines, Iowa. The college commenced working with the students during spring 1990. Because Grinnell College perceives its role as that of a catalyst, the Des Moines "I Have A Dream" Foundation has been formed so that other individuals or groups can easily participate as sponsors of future Des Moines classes.

CONTACT:

James Work
Executive Director, "I Have a Dream" Program
c/o Grinnell College
P.O. Box 805
Grinnell, IA 50112
(515) 269-3178

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UNIVERSITY OF NEW HAVEN

Project UCAN (UNH-Clemente-Academic Advancement Network)
Reference Number: 20018

Initiated in 1987, Project UCAN (UNH-Clemente-Academic Advancement Network) is an early-awareness program for middle school students. It is a collaborative venture between the University of New Haven (UNH) and Roberto Clemente Middle School in New Haven, Connecticut.

The program was designed with the following goals in mind:

- (1) to promote continued collaboration between the University of New Haven and the New Haven Public School System;
- (2) to assist the middle school in its efforts to motivate and raise career aspirations of students prior to their beginning high school;
- (3) to provide direct on-site service to middle school students through the support of selected members of the UNH administrative staff and faculty;
- (4) to offer information sessions/workshops in co-curricular areas important for student success;
- (5) to improve middle school students' and parents' knowledge of colleges and universities, especially the admissions and financial aid processes;
- (6) ultimately, to increase the number of minority students seeking higher education.

The program was developed with the help of a coordinating committee consisting of UNH admissions personnel and Clemente counselors, teachers, and administrative staff. Target groups included the entire eighth grade (about 200 students), eighth-grade honors students, eighth-grade student council members, selected seventh-grade classes, bilingual students, and parents/guardians.

Activities have covered a wide variety of academic and co-curricular areas. Conducted at both Clemente and UNH, activities have included workshops on career planning (in both English and Spanish), study skills, writing skills, library skills, student activities/leadership development, college admissions procedures, and financial aid processes. In addition, students have been exposed to both mock and real classes in such areas as marketing, sociology, and Spanish. Contemporary issues sessions have focused on such topics as drugs, AIDS, and nutrition.

During the 1988-89 year, an interpersonal skills series was introduced for two seventh-grade classes. It included sessions on building self-confidence and self-esteem, communication and listening skills, and group development.

To date, almost 50 members of the UNH community have been involved in the program. Areas represented by the participants include admission services, student life, cooperative education, center for learning resources, provost's office and faculty, library, and computer center. Several activities have included small group discussions with UNH student mentors, especially African American and Hispanic role models.

UCAN has demonstrated the positive outcomes that may come from collaboration between an urban university and an urban middle school. One of the critical keys to elevating students' aspirations is to begin programs, services, and other forms of support at an early age. Encouraging middle school students to stay in school, pursue college-oriented courses, and, ultimately, enroll in college clearly takes creativity, persistence, and patience on the part of teachers and other professional staff in both settings.

CONTACT:

Robert Caruso
Dean, Admission Services
University of New Haven
West Haven, CT 06516
(203) 932-7469

MIAMI-DADE COMMUNITY COLLEGE, NORTH CAMPUS

The McKnight Center of Excellence
Reference Number: 21153

The McKnight Center of Excellence on the North Campus of Miami-Dade Community College is part of the McKnight Program in Higher Education in Florida. The primary purpose of the Centers of Excellence is to develop strategies that will heighten the self-esteem of African American youth, inspire and nurture their aspirations, and prepare them for college entrance and participation. The McKnight Centers of Excellence are truly community-based programs. They rely heavily on the support of local schools, businesses, corporations, churches, and community organizations. Although the McKnight funds provide the bulk of the financial support, numerous volunteers are needed to provide personal support and to serve as role models for the McKnight program participants.

The activities are focused on four main areas. The first area is the McKnight Achievers Honors Society, which inducts members four times a year. To be eligible for membership, a student must be enrolled full-time in a public or private elementary or secondary school in Dade County; have an A-B average with a minimum of two As and remaining grades all Bs in the grading

period preceding induction (Cs are acceptable only in advanced honors classes); present two letters of recommendation from adults; have a sponsor willing to serve as a mentor and to purchase the society jacket for the achiever; and perform a community and/or school project within 12 months after induction. The academic requirement can be waived for those students accepted as cultural or artistic achievers. These students must have won some form of competition beyond the local level and must have a C average.

The second area of activity is the Academic Black History and Cultural Brain Bowl. This program encourages students in grades 7-12 to compete in an academic enrichment competition on both the local and state levels. It is also designed to motivate African American youth to study and learn about African American history.

The third area focuses on satellite academic enrichment centers in the community. This aspect of the program relies mainly on community support, particularly from churches and organizations, to provide involvement of every segment of the community and to ensure consistency and growth at the center.

The Summer Enrichment Institute, the fourth area, provides an academic learning environment for the students through personal enrichment workshops, field trips, career exploration and counseling sessions, tutorial programs, and sports activities.

CONTACT:

Raymond Dunn
Dean of Students
Miami-Dade Community College, North Campus
11380 N.W. 27th Avenue
Miami, FL 33167
(305) 347-1663

EAST LOS ANGELES COLLEGE
Non-Credit Enrichment Programs
Reference Number: 21234

Students at Garfield High School begin the math enrichment program, called Transition Math, as at-risk students and complete the program at East Los Angeles College by taking the Advanced Placement (AP) Calculus examination. The program began eight years ago with its founder, Jaime Escalante, teaching the classes. It has now grown to include five teachers serving 500 students participating each fall, spring, and summer semester. The teaching methods remain those of the founder. The program provides students with summer employment, food, books and supplies, and special services, including tutoring. A recent National Science Foundation grant has allowed expansion to AP Physics, Chemistry, Computer

Science, and English. Teacher enhancement and training is offered to feeder junior high and elementary schools.

East Los Angeles College reports that more than 100 students perform successfully on the AP Calculus (AB) exam, and a third of these go on to perform successfully on the Calculus (BC) exam. They report further that Garfield High School students are near the top nationally in terms of AP Calculus achievement.

The Transition Math program has been recognized by feature articles in the *Washington Post*, *Los Angeles Times*, and *Reader's Digest*.

CONTACT:

Kenneth L. Hunt
Dean of Academic Affairs
East Los Angeles College
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8723

THE JOHNS HOPKINS UNIVERSITY

Johns Hopkins University/Dunbar High School
Health Professions Program
Reference Number: 21086

The Johns Hopkins University/Dunbar High School Health Professions Program was established in response to a national concern about minority representation in the health professions. Its stated purpose is to prepare minority high school students for access to higher education and careers in the health professions. In its first year, the Hopkins/Dunbar program selected 75 current eighth graders to be admitted to the 1986-87 freshman class. In the 1989-90 school year, there were 150 students in grades 9-12.

The program begins with the Summer Scholars Program, which is an academic and cultural enrichment program for students, faculty, and parents. Its four components are the following:

- (1) The student development component, in which pre-high school freshmen are involved in a six-week program consisting of one course in math, one in science, one small group seminar in problem solving and study skills, one small group seminar in health careers and health science orientation, and cultural enrichment activities.
- (2) The curriculum development component, which involves faculty from the high school, the university, and Johns Hopkins University Hospital in a structured faculty-development program.
- (3) The community-family involvement component, which includes parents, counselors, students, and mental health educators. The format for the summer

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consists of structured workshop sessions held twice a week for parents and student participants. Workshops cover topics such as career awareness, mental health awareness, and school and parent relations.

- (4) Continuing students have the opportunity to spend six weeks in a research setting in one of the following areas: Johns Hopkins Health System, National Institutes of Health Institute on Aging, the Hopkins School of Nursing, the School of Hygiene and Public Health, or the Department of Biology. Students are selected for this experience based on academic performance, attendance, and extracurricular activities.

During the regular school year, the academic program is provided with enriched in-school learning experiences. Each year, the curriculum for the next grade is redesigned by teams consisting of faculty from the high school, the university, the hospital, and the School of Public Health. Workshops focusing on increasing the knowledge and awareness of parents regarding their role in the educational process continue. Seniors in the college-preparatory programs have the chance to go on site four mornings a week to various hospitals and other health-related facilities, where they observe and work with health professionals.

The Hopkins/Dunbar program reports that the on-site work; the science, math, and health-related instruction; and the ongoing counseling and advising help prepare students for continued study at the college level and give them a great start on their careers.

CONTACT:

Dr. Warren C. Hayman
Coordinator, Hopkins/Dunbar Program
Johns Hopkins University
Baltimore, MD 21218
(301) 338-8273

UNIVERSITY OF ALABAMA

Biomedical Sciences Preparation Program
(BioPrep)
Reference Number: 21084

The Biomedical Sciences Preparation (BioPrep) Program is designed to address the characteristic shortage of physicians and other health providers in rural areas. The University of Alabama's College of Community Health Sciences established the program in 1982 to address these problems in Alabama, whose rural areas are even more lacking in health personnel and are comparatively poorer, less well-educated, and less healthy as measured by standard health and socioeconomic indicators than those of other states.

The experimental program's purpose has been to develop bright, rural, socioeconomically disadvantaged Alabama high school students both academically and socially so that they will be motivated and able to achieve admission to college and, once there, to progress successfully, specifically in medical, health professional, or biomedical science curricula. At the same time, the project aims to nourish in its participating students a desire to return to rural areas in Alabama to establish their professional careers.

Toward this end, BioPrep has established the following goals for the participating high school students: (1) to develop academic competencies in mathematics, science, and oral and written communication needed for successful admission to and matriculation in an undergraduate curriculum directed toward the biomedical sciences; (2) to understand the nature and elements of the health care system and the professional roles that exist within it; and (3) to appreciate rural living and the rural environment and recognize the important role of a health care provider in a rural setting.

Participant selection procedures include both objective measures (e.g., testing) and subjective measures, specifically principal, teacher, and counselor recommendations. After having been selected in the eighth grade, project students have participated in specially designed accelerated curricula and complementary activities that began in the ninth grade. This accelerated academic program has been conducted during regular school hours, in a block time arrangement to provide flexibility, and has also included directed and independent study, tutorials, and significant laboratory work. Field placements and bimonthly special sessions on the University of Alabama campus, at area health care facilities, and in local rural settings and full-time summer programs have provided additional education experiences as well as the means for acculturating project students to the health professions, the university, and the rural environment.

Beginning in spring 1989, various components of BioPrep (e.g., staff development, student enrichment, Japanese I, anatomy, and physiology) were made available to a national audience via the TI-IN United Star Network. This distance-learning network is a national STAR schools cooperative and offers a wide range of high school credit and professional-development courses.

Central to the program have been collaborative relationships between rural school teachers and university faculty, staff, and students. These relationships have focused primarily on preparing the teachers to teach the accelerated curricula and special activities of the program. Teachers have also attended summer workshops, for which they get graduate credit from the

university, and periodic inservice training. Between the inservice training sessions, the project staff visits teachers biweekly in the schools for consultation and assistance. In conjunction with these activities is a set of initiatives aimed at renovating classroom and laboratory facilities and securing the equipment and materials needed to enable the teachers to implement the BioPrep curriculum effectively.

CONTACT:

Dr. Larry Rainey
Project Director, BioPrep
P.O. Box 870326
Tuscaloosa, AL 35487-0326
(205) 348-7952

UNIVERSITY OF MICHIGAN-FLINT
Flint Summer Academy of Music
Reference Number: 21080

The Flint Summer Academy of Music was developed in response to a perceived need for musical enrichment in the lives of inner-city Flint students. Two fundamental tenets of the project are that music is an enriching factor in the lives of all people, and children thrive in an atmosphere of excellence and high expectation. The University of Michigan-Flint's (UM-Flint) goal is to reach out to the students who are either not aware of or cannot afford the experience of attending well-known music camps. Another goal has been to prove that these students, who may be in a socioeconomically deprived setting, can achieve excellence in musical performance.

The first academy was held in 1983 with a faculty of seven and a student body of 100 fifth and sixth graders from Flint community schools. Since that time, the academy has grown to include a senior academy of music for students in grades 9-12. Although both academies center around a choral performing group, musicianship is sought through daily classes in sight reading, keyboard skills, vocal techniques, and movement. In fall 1984, the academy was expanded to include a yearround academic chorus, meeting once a week for an hour and a half.

In fall 1985, yet another outreach and extension of the Summer Academy was instituted. In October, 36 Flint area high school students came to UM-Flint for a nine-week, two-hours-per-week course in vocal musicianship. The two hours were divided into three 40-minute segments: (1) vocal techniques, (2) sightsinging, and (3) keyboard. UM-Flint's goal was to allow the same continuity of instruction for the high school students that it has given the elementary students through the fall and winter Academy Children's Chorus.

CONTACT:

Carolyn M. Mawby
Associate Professor of Music
University of Michigan
Flint, MI 48502-2186
(313) 762-3377

UNIVERSITY OF WISCONSIN-PARKSIDE
Creating Higher Aspirations and Motivations
Program (CHAMP)
Reference Number: 21079

The Creating Higher Aspirations and Motivations Program (CHAMP) is designed to encourage minority youth in grades 9-12 to stay in high school and to take courses and develop attitudes that will prepare them to be successful in postsecondary education. Specifically, it was created to address such problems of minority students as high dropout rates; low enrollment in more difficult college-preparatory courses; low-level performance in math, science, and English; and low retention rates at the university level.

Two-day January workshops and six-week summer sessions with a curriculum concentrating on thinking and problem solving form the core of CHAMP. Each January, the University of Wisconsin-Parkside sponsors a two-day workshop for eighth graders on the university campus. Eligible students are identified through previous testing programs of the Racine and Kenosha Unified Schools. Stanine scores, GPAs, and attendance records are used to select students. In addition to preparing students to choose appropriate high school classes, the January workshops serve as an introduction to CHAMP. The purpose is to orient students to the nature of postsecondary education, help students recognize the connection between high school and college courses, and encourage students to enroll in upper-level courses in grades 9-12.

Applicants who have been evaluated on the basis of their academic and personal records are recruited for the six-week summer session. Successful students are invited back to the summer program each year, or they are encouraged to attend another summer program offered in the University of Wisconsin system (e.g., University of Wisconsin-Madison's Pre-Collegiate Minority Engineering Program). The emphasis of the summer program is on thinking and problem-solving techniques in all classes. Classes include algebra, trigonometry, biology, physics, English, and computer skills.

The University of Wisconsin-Parkside reports several important factors that have contributed to CHAMP's

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success. The high level of institutional support from both the university and Unified School District administrators, coupled with the commitment of the staff involved with all stages of the programs, is critically important. The wide involvement of minority community leaders, especially in churches and service organizations, has helped publicize the program and build support within the minority community. Another factor in the program's success is that students are told at the outset what will be expected of them; those unable or unwilling to meet the requirements are dropped.

Planned initiatives are increased outreach to Hispanic students; program evaluation (i.e., success rates); increased parental involvement; and a November leadership workshop. Finally, extensive and continuing follow-up activities involving students, parents, and counselors have reinforced the program's goals and maintained a high level of interest.

CHAMP was cited in the National Institutes of Education's *Starting With Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education*, Vol. I, December 1983.

CONTACT:

Mary Vlasak
Interim Director, CHAMP
University of Wisconsin-Parkside
Box 2000
Kenosha, WI 53141
(414) 553-2234

WINTHROP COLLEGE

Governor's Remediation Initiative
Reference Number: 21085

In 1984, the Governor's Office in South Carolina committed substantial resources from the Job Training Partnership Act to implement computer-assisted instruction in mathematics and reading in high schools throughout South Carolina. The students to be served traditionally had not had access to computers. These students, all of whom had scored below standard or in the bottom quartile on standardized tests, had not fared well with traditional instruction methods.

There are currently 106 math labs and 67 reading labs in 94 high schools in South Carolina. High schools are networked using a mainframe computer, modems, and microcomputers. Response to messages sent to Winthrop are answered within 72 hours. Teachers can communicate with one another as well.

Before teachers work in the labs, they are provided with intensive training in lab operation. Credit for recertification is provided through the South Carolina

Department of Education. The training covers lab organization, materials, curriculum, student record management, computer use, and electronic communication.

Winthrop College reports that the benefits of the partnership among Winthrop College, the technical colleges in South Carolina, and 94 public high schools are twofold: the standardized test scores of more than 10,000 remedial students have increased dramatically, and the teacher turnover in remedial mathematics (a critical area) has been substantially reduced.

Future plans include use of the Degree of Reading Power Test in all reading labs as a pre/post-test measure, replacement of some materials, a teacher conference, and a transition to a new funding source.

CONTACT:

John R. Rumford
Acting Director, Governor's Remediation
Initiative
School of Education
Winthrop College
119 Withers Building
Rock Hill, SC 29733
(803) 324-3176

STATE UNIVERSITY OF NEW YORK COLLEGE AT NEW PALTZ

Science & Technology Entry Program (STEP)
Reference Number: 21089

Having established that relatively few minority young people seek and enter science, mathematics, engineering, and related high-technology fields, the Science & Technology Entry Program (STEP) was established. The program serves minority and low-income high school students from the mid-Hudson region who are on or above grade level in mathematics and science. The purpose of the program is to encourage these students to study mathematics and science in high school and to motivate them to commit themselves to a special program of mathematics, science, and enrichment activities. The goal of the program is to have these students matriculate in college with a designated major leading toward a scientific, technical, health, or health-allied field.

Guided by an instructional team of college and high school mathematics teachers, STEP uses State University of New York at New Paltz resources to provide on-campus instruction and off-campus site visits for participants over a period of six Saturdays during the academic year. During the summer, enrichment courses are offered to 9th, 10th, and 11th graders in a three-

week residential program. Throughout the year, tutors and counselors are available to assist students in their academic or enrichment coursework.

STEP also offers students a paid internship option. Most internships are computer-oriented projects, done at school or at the college campus. Teachers and professors serve as supervisors.

CONTACT:

Kristin Backhaus

Research Specialist and Assistant to the Dean
State University of New York at New Paltz
Old Main Building
New Paltz, NY 12561
(914) 257-2803

UNIVERSITY OF MICHIGAN-DEARBORN

Detroit Public Schools Incentive Scholarship
Program
Reference Number: 21119

Detroit-area students with exemplary performance in Detroit's public elementary and middle schools are eligible for the University of Michigan-Dearborn's (UM-D) Incentive Scholarship Program. After completing a college-preparatory curriculum and maintaining a *B* average while in high school, as well as achieving a predetermined composite score on the ACT Assessment, eligible students are awarded a four-year scholarship at UM-D covering full tuition and fees.

The program provides students with a UM-D faculty mentor to supplement guidance provided by the high school counselor. The mentor monitors the student's compliance with the terms of the scholarship and provides counseling and educational support. To participate in the program, students and their parents must sign an agreement in which students agree to make an effort to meet the performance standards of the scholarship throughout the student's high school career.

It is believed that the scholarship incentive will encourage student participants to reach their full potential in high school. In addition, with the assurance that college tuition will be paid, students have the time and freedom to assume a leadership role in their school and the community.

CONTACT:

Carol S. Mack
Director of Admissions
University of Michigan-Dearborn
4901 Evergreen
Dearborn, MI 48128-1491
(313) 593-5100

MEHARRY MEDICAL COLLEGE

Science Motivation Program

Reference Number: 20950

In October 1987, Meharry Medical College established a Minority Research Center of Excellence (MRCE) in Cell and Molecular Biology with the assistance of a \$5 million supporting grant from the National Science Foundation. MRCE is designed to address the shortage and declining number of minority research scientists who are trained in cell and molecular biology. The goal of MRCE programs is to develop a strong center in these areas for use as a vehicle through which minority junior high and high school students can develop a strong interest in science careers.

The Science Motivation Program is a cooperative venture between Meharry Medical College and Nashville high schools. The program has been established in order to encourage qualified African American students to consider a career in the sciences by sparking students' interest and motivation.

High school students are selected through interviews, grades, counselor recommendation, and economic background. They are invited to participate in a six-week summer program, where they conduct research in various laboratories. Preference is given to high school sophomores and juniors.

The students are involved in science projects where they learn research techniques and develop critical-thinking and analytical-reasoning skills. As part of this experience, research papers are presented, and there are opportunities to visit various special facilities where unusual research is conducted. The students are paid an hourly rate, and lunches are provided by MRCE for this commuter program.

MRCE enables the college to strengthen its teaching and research base with the addition of new faculty members and new technology; to strengthen the science curricula at selected high schools and colleges; to instill the values of critical thinking and analytical reasoning among junior high, high school, and undergraduate students; and to strengthen partnerships with industry and the private sector.

These efforts will have significant impact on the development of young African American scientists for careers in cell and molecular biology.

Part One**CONTACT:**

Frederick H. Hamilton
 Associate Project Director
 Division of Biomedical Sciences
 Meharry Medical College
 1005 D.B. Todd, Jr. Boulevard
 Nashville, TN 37208
 (615) 327-6508

RUST COLLEGE

Pre-Freshman Engineering Program (PREP)
 Reference Number: 20790

The Rust College Pre-Freshman Engineering Program (PREP) was initiated in 1988 to identify, recruit, select, enroll, and provide educational enrichment experiences in sciences and mathematics to 20 junior and senior high school students from northern Mississippi. High schools within the 18-county area surrounding Rust College are targeted for student recruitment.

The PREP goal at Rust is to expose high-ability, high-potential, disadvantaged-background youth to science and engineering fields of study, to familiarize them with nontraditional career fields, and to encourage them to prepare during their high school years for enrollment in an undergraduate program of study leading to a degree in science or engineering. PREP is underwritten by a combination of external and institutional funding.

Three PREP instructors in chemistry, physics, and computer science provide students with enriching academic experiences. The teaching methods include lectures, laboratories, demonstrations, audiovisual instruction, video instruction, computer-assisted instruction, field trips, and seminars. Instructional modules emphasize basic science and math concepts, analytical- and critical-thinking skills, and effective study skills for science and mathematics.

The first-year students (summer 1988) were so impressed with the program that several opted to return for the second year.

The post-test scores of those who participated in the program showed a tremendous increase over the pre-test. Ten of the PREP students are now enrolled as freshmen at Rust, which means that the program is an excellent tool for recruitment.

CONTACT:

Dr. M. I. Shafi
 Chair, Science and Mathematics
 Rust College
 150 Rust Avenue
 Holly Springs, MS 38635
 (601) 252-2565

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

Urban Community College Transfer Opportunities Program
 Reference Number: 20777

The Urban Community College Transfer Opportunities Program began at J. Sargeant Reynolds Community College in the winter of 1984. Originally funded by the Ford Foundation as part of a national pilot project, the program was designed to increase the number of African American students transferring from the community college to pursue baccalaureate degrees at four-year institutions.

The Reynolds program has two primary components. The first is concerned with preparing inner-city high school students for entry into college transfer programs. The second component provides a support network of Reynolds alumni to assist current students at the college who are contemplating transfer to a four-year institution.

The target group in the first component is students in the Richmond city public high schools (a system whose enrollment is 90 percent African American) who are not enrolled in college-preparatory curricula. On the advice of school administrators, the program's coordinator works with students in 10th grade typing classes. These classes typically enroll students who have not chosen college-preparatory curricula but who still have time to take courses necessary to enter transfer programs. The high school students are strongly encouraged to complete mathematics and science classes giving them a solid foundation for successful completion of required college courses.

The second component of the program is the provision of a support network for students currently enrolled at J. Sargeant Reynolds and contemplating transfer to a four-year college. The original design of these two components—preparing the high school student and supporting the currently enrolled student—has remained the foundation for the program with subsequent years being devoted to refinement.

To retain and encourage currently enrolled students to pursue baccalaureate degrees, all college orientation classes are visited by the coordinator to inform students of the advantages of transferring. More than 1,250 African American students have been contacted and counseled about transfer options by this method.

Related benefits have been generated by the college's participation in the Urban Community College Transfer Opportunities Program. Articulation and dual-admissions agreements with senior institutions have been put in place as a direct result of the program.

CONTACT:
Betsy Woolf
Coordinator, Urban Community College Transfer
Opportunities Program
J. Sargeant Reynolds Community College
P.O. Box C-32040
Richmond, VA 23261-2040
(804) 786-6815

DUTCHES COMMUNITY COLLEGE

PREMISE: Dutchess Community College and IBM
Outreach to Inner-City Youth
Reference Number: 20667

In 1986, professors in the engineering department of Dutchess Community College and engineers from IBM began a partnership project to encourage minority and disadvantaged students to consider and prepare for careers in engineering and science. It was initiated by an IBM engineer, who recruited a cadre of other minority engineers to tutor mathematics and science at a local junior high school. Through the efforts of the college's Minority Recruitment Advisory Board, this group collaborated with professors to develop an enrichment program at the college supplementing the tutorial component. Local junior high administrators were enthusiastic and helpful in organizing the program and recruiting students. After the first successful semester, the program was extended to another inner-city high school, and plans are under way for extension into a third school.

Students, professors, and engineers come together both at the local schools and on the college's campus, where they make use of various laboratories. IBM has contributed materials for the students. The methodology employed combines one-on-one tutoring, demonstrations, small-group discussions, and hands-on projects aimed at helping students to relate science and mathematics to practical applications in the real world. A strong component of the program is the development of a mentoring relationship and outreach to parents. In 1988, an "adopt a class" feature was added; mentors work closely with a science teacher and make presentations aimed at generating excitement about science to the class.

The students, parents, teachers, and school administrators have been pleased with the program, and PREMISE has already established a positive and growing reputation in the community. The program has been featured in local newspaper articles and was cited in the journal of the IEEE.

CONTACT:
Carol Stevens
Director of Evening Services
Dutchess Community College
Pendell Road
Poughkeepsie, NY 12601
(914) 471-4500

SAN DIEGO STATE UNIVERSITY

College of Professional Studies and Fine Arts and
National City Junior High School Partnership
Reference Number: 20588

National City Junior High School (NCJHS) has a culturally enriched student body of approximately 1,000 students, with an 88 percent ethnic population. The vision of fostering strong self-concept development and promoting educational opportunity is shared by the faculty and staff of this school and aggressively supported by the principal. The principal sought a partnership with San Diego State University, and the College of Professional Studies and Fine Arts accepted the offer in fall 1988.

The partnership expresses the shared goal of National City Junior High School and San Diego State University—encouraging educational progress among underrepresented students. The College of Professional Studies and Fine Arts has committed its assistant dean for student affairs as the director of the project, and the dean of the college has encouraged the involvement of faculty and department chairpersons. In addition, the college's student council membership has designated relationships with National City students as a critical and essential component of membership in student council.

Educational continuation rates of National City students are low, and their perceptions of university study may be negative, due to the influence of culture, parents, and economic restrictions. The partnership is intended to (1) provide structured learning activity to encourage adolescents to continue their education; (2) provide role models to the students; (3) demystify the college experience and identify options to students with respect to financial aid and scholarship; (4) complement existing programs at NCJHS; (5) provide educational resources to teachers, staff, and students; and (6) promote student exposure to the visual and performing arts.

In the Academic Program Integration, two teams of San Diego State University (SDSU) speech communication students participated in a semester project with National City Junior High School. The college students' purpose was to serve as role models to eighth-grade

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students and to communicate educational opportunity. The Department of Recreation sponsored the performance of a distinguished visiting faculty lecturer, who presented ethnic stories to the NCJHS student body.

Students of NCJHS attended a San Diego State University performance of *Macbeth*, a fine arts gala event, the Mikhail Baryshnikov production of *Swan Lake* at the Civic Theatre, and the San Diego city production of the Feld Ballet.

Student members of the college council initiated a Thanksgiving basket drive and collected toys and clothing to share with the National City community. College council executive membership invited NCJHS-associated student council members to attend various meetings on campus. SDSU students invited NCJHS learners to the campus to shadow their classroom attendance and daily activities.

The National City partnership was formally recognized on April 13, 1989. Nine hundred students of NCJHS traveled to the San Diego State University campus and were entertained by a performance of the SDSU and NCJHS jazz bands; the SDSU Street Theatre; a California State University video featuring Hispanic role models, which encouraged preparation for college; and the distribution of SDSU T-shirts to honor roll students of NCJHS. The response to this event was exceptionally positive; students, faculty, and parents of NCJHS students were welcomed to the campus and developed a new understanding for the possibilities of attending a university.

Evaluation data have not yet been collected for this project.

CONTACT:

Carole A. Robasciotti
Assistant Dean for Student Affairs
College of Professional Studies and Fine Arts
San Diego State University
San Diego, CA 92182
(619) 594-5124

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Principal's Scholars Program (PSP)
Reference Number: 20064

The Principal's Scholars Program (PSP) was established in 1975 by the College of Engineering and the Office of Admissions and Records. The program is now jointly sponsored by six colleges of the university, some 20 corporations, and 39 participating secondary schools. More than 3,000 students in Chicago, East St. Louis, Champaign-Urbana, Danville, Decatur, Rockford, and

Springfield participate in the program. The program seeks to identify promising minority students in Illinois secondary schools and assist them in preparing to meet standards required for college admission and success in their chosen field.

Chosen by their principal, counselor, and teachers, students in the program are challenged by a course of study through their high school years that will prepare them for college programs in business, math, and science. In addition to an advanced high school academic program, qualified students are exposed to a variety of special cultural, recreational, and educational activities, such as statewide and national competitions in math, science, social studies, and speech and writing; field trips to Chicago's Art Institute and Museum of Science and Industry; college tours; and summer job internships.

Since PSP began in 1975, the mean ACT score of participating students at the seven original schools in the program has increased by more than 40 percent. In recent years, more than 80 percent of the graduating seniors in the Principal's Scholars Program entered top colleges and universities across the country. One of the main reasons for the program's success is the active cooperation of parents, teachers, counselors, and the program's corporate sponsors.

CONTACT:

Walter H. Washington
Director, Principal's Scholars Program
Room 1909
University of Illinois at Urbana-Champaign
302 East John
Champaign, IL 61820
(217) 333-0234

BOWLING GREEN STATE UNIVERSITY

Toledo Project
Reference Number: 20006

The Toledo Project was conceived to identify junior high (and possibly younger) minority students in the Toledo inner-city area and to offer academic and musical enhancement sessions by Bowling Green State University faculty and students in order to encourage these select students to pursue a college education. These students are all engaged in the instrumental music program at their schools, thereby providing a common point of departure for future instruction. These students then receive academic and music enhancement classes in small groups for the remainder of their public school experience (through high school) with the goal of preparing them to be academically successful at the college level.

Students in the project are involved in one after-school or early-evening session per week, alternating between the College of Musical Arts at Bowling Green State University and their home school. The sessions focus on instrumental music instruction, keyboard experiences, and general academic enhancement: study, writing, critical thinking, mathematics, and science skills. Students also participate in a summer program on the university campus, which supplements the academic-year curriculum.

The purpose and rationale of the program are as follows:

- (1) to institute an academic and music enhancement program beyond the normal school offerings for minority students in the Toledo public and private schools;
- (2) to prepare these select students in rigorous musical and academic preparation designed to help them succeed in a university academic environment;
- (3) to prepare the students who are successful in completing the Toledo Project for careers in education and other fields. (A student entering the project in the 6th grade would have had seven years of enhancement activities through the 12th grade.)

The principal purposes of the project are to excite young people about learning; to instill in them a sense of discipline, organization, and commitment to following through with endeavors; and, ultimately, to inspire them to continue their education.

All available evidence suggests that the pool of qualified candidates for teaching positions is diminishing and, more specifically, that the number of qualified minority students wishing to pursue careers in education (as well as other disciplines) is decreasing. It is increasingly clear that if the number of minority students preparing for careers in education or other fields is to increase, educational incentives and opportunities must be introduced before students reach their high school years. Empirical evidence indicates that school activities such as music and sports tend to be hooks that encourage students who might otherwise fall by the wayside to continue in school for the satisfaction and immediate success that these activities can provide. Consequently, if musically talented and interested minority students in the pre-high school years can be identified and given special educational opportunities, there is a reasonable chance that at least some will continue to seek higher education.

With a well-structured academic and musical curriculum, it should be possible to encourage and assist this select population to acquire the necessary problem-solving and academic skills. While music has been selected as the initial subject field for concentration for the present project, other disciplines may be included

as the project is further defined and implemented.

CONTACT:

Dr. Victor Ellsworth
Associate Professor, Music Education
College of Musical Arts
Bowling Green State University
Bowling Green, OH 43403
(419) 372-2181

EVERGREEN VALLEY COLLEGE

ENLACE: A Community Investment in Education
Reference Number: 20729

Hispanic students in the community college system of San Jose have taken the initiative to establish relationships based on a common vision: the retention, matriculation, and transfer of Hispanic students to four-year institutions. The interrelationship between the college and community, an "enlace," has become the foundation of an enterprise serving educationally disadvantaged/underrepresented Hispanic students in the areas of English, math, counseling, and mentorship.

Beginning in 1983 and formerly part of a statewide program that focuses on Hispanic student needs, the faculty team of Evergreen Valley College emerged beyond the statewide model to one that includes an English instructor, a math instructor, a counselor, 60 community mentors, a program/mentor coordinator, and an administrative supervisor, all of whom are Hispanic. Three coordinating bodies assist in the program's mission and goals: a college coordinating committee, a community mentor council, and a mentor math advisory committee for the pilot math project. Hence, ENLACE, a program signifying "A Community Investment in Education," was formalized at Evergreen Valley College in March 1989.

The mission and goals of the ENLACE team are to (1) retain and matriculate Hispanic students in higher education; (2) enable Hispanic students to complete the cognitive academic core (English and math); (3) have Hispanic students mainstreamed into the general education/transfer/occupational curricula; (4) increase the number of Hispanic students who graduate with an AA/AS degree; and (5) increase the number of Hispanic students who transfer to four-year colleges and universities.

A three-year comparative study of 115 ENLACE students and 273 non-ENLACE Hispanic students at Evergreen Valley College revealed that ENLACE students (1) were almost twice as likely to complete English 330 (a developmental writing course) than were other Hispanic students enrolled in English 330; (2) completed

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English 1A (the transfer composition course) at a rate nine times higher than their counterparts; (3) completed English 1B (the transfer literature course) at a rate 14 times greater; and (4) were three times as likely to remain at Evergreen Valley College.

In the math pilot section of fall 1988, 90 percent of the students enrolled successfully completed the Algebra I course. In spring 1989, 89 percent successfully completed the Algebra II course.

According to a January 1989 statewide newsletter identifying Hispanic students from six campuses, Evergreen transferred 41 percent to four-year colleges (since fall 1987).

At the Evergreen Valley College Honors Convocation of May 1988, ENLACE students were represented in 41 percent of the 22 college categories for scholarships/awards. In the 1989 All-College Honors Convocation, ENLACE students were represented in 42 percent of all categories, received 49 percent of all scholarship monies, and were 86 percent of all Hispanic students recognized for scholarships.

CONTACT:

Margarita Maestas-Flores
Program/Mentor Coordinator
Evergreen Valley College
3095 Yerba Buena Road
San Jose, CA 95135
(408) 274-7900, ext. 6598

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT FORT WAYNE

Minority Introduction to Engineering and
Technology (MITET)
Reference Number: 20087

It is well documented and nationally recognized that more minority involvement and participation in basic sciences, engineering, and all technological fields are urgently needed. To meet this challenge, new and innovative programs must be introduced in order to interest minority high school students in choosing technical areas while they are preparing themselves for college.

In 1986, Indiana-Purdue University at Fort Wayne (IPFW) introduced a new program to expose high school minority students to many technologies and acquaint them with the values and virtues of pursuing careers in engineering and basic sciences. The Minority Introduction to Engineering and Technology (MITET) program is a two-week summer program for high school freshmen and sophomores, sponsored by the School of Engineering and Technology at IPFW. The program is designed to give minority teenagers information and

guidance about careers and career choices in engineering, technology, and computer science.

Since its inception, the program has been a partnership among IPFW, the local community, and a number of industrial firms in the Fort Wayne area. Area firms were financial partners in the last few years and sponsored visits and tours to their various industrial facilities. Corporate affiliates over the last three years included General Motors, GTE, Central Soya, Lincoln National Corporation, North American Van Lines, Tokheim Foundation, Magnavox, Navistar, MPI Sales, Inc., Indiana Michigan Power, ITT Aerospace/Optical, Sentry Commercial and Industrial Supply, and Lyall Electric (Group Dekko) of Kendallville. The tours have proven invaluable in attracting the attention of the students.

Students in the MITET program attend daily classes that offer hands-on experience with equipment such as computers, electronics and surveying equipment, robots, and computer-aided manufacturing devices. During the industrial tours in the Fort Wayne area, MITET students are also exposed to many engineers, technologists, and technicians at work. Minority students have the opportunity to ask questions and get answers and, through classroom activities, participate in the design of technological projects. They can see first-hand the value of technology and its contribution to society. In addition to the structured classes and industrial tours, students observe demonstrations in chemistry, physics, electrical and mechanical engineering, and engineering technology disciplines in the School of Engineering and Technology. They also attend presentations designed to motivate them to take the necessary high school classes to qualify them for entering college.

In addition to the academic basics that the students are introduced to, there is also time for fun and rewards. The students participate in a computer-programming contest, enjoy an IPFW picnic and sports at the athletic center, and attend a banquet at the conclusion of the program. Their families are invited to attend the banquet, and awards and certificates are presented during dinner.

IPFW-MITET's program has been very successful. It has grown each year in terms of the number of new students as well as the benefits to the students, the university, the community, and local industry. It provides a great opportunity to introduce the young minority community of Fort Wayne to highly technical subjects in which so few currently enroll. The summer 1989 session had an enrollment of 30 students, the highest in the program's history. It appears that the MITET program is, indeed, fulfilling its objective of exposing minority high school students, at an early age, to future careers in engineering and technology. The students' response to the program, so far, is very encouraging.

It is hoped that the program will grow to support and accommodate 50 students in the next few years.

CONTACT:

Aly A. Mahmoud
Dean, School of Engineering and Technology
Indiana University-Purdue University
2101 Coliseum Boulevard East
Fort Wayne, IN 46805
(219) 481-6839

assistants and to allow for involvement of STEP graduates in undergraduate scientific research. The merit of this program is that it will ensure that the transition from middle school through college for many students is complete. It should also better prepare them for graduate or professional schools.

STEP was funded through 1988 by the U.S. Department of Energy and by contract grants of E.I. DuPont DeNemours and Company. Funding currently is provided through similar grants of the Westinghouse Savannah River Company.

CONTACT:

Hugh Hanlin
Science Director, STEP
University of South Carolina at Aiken
Aiken, SC 29801
(803) 648-6851, ext. 3429

UNIVERSITY OF SOUTH CAROLINA AT AIKEN
Science and Technology Enrichment Program (STEP)
Reference Number: 20095

The Science and Technology Enrichment Program (STEP) at University of South Carolina at Aiken (USC-Aiken) is designed to encourage minority and female high school students in the areas of computer science, engineering, and the natural sciences. Originally the Summer Technical Enrichment Program began as an extension of the Aiken County Public Schools middle school program of the same name in 1980. That middle school summer program invites academically talented middle school minority students in an effort to explain opportunities in engineering and encourage their academic development, particularly in math. In its inception, the USC-Aiken program served to provide graduates of the middle school program with the experience of visiting a college campus and to receive college instruction in computer science, engineering-related topics, and the sciences.

USC-Aiken's STEP has developed into a major high school minority program serving 92 students each year from three counties in the central Savannah River area. Students now have the opportunity to attend Saturday sessions for three years (38 sessions) and participate in two, 2-week summer courses. A primary objective of these sessions is to help the students develop their problem-solving skills and their ability to collect and analyze data. Pedagogically, it is equally important that the students develop self-confidence and that a smooth transition from high school to college is provided.

An innovative program expansion was implemented in the 1989-90 academic year. Selected third-year STEP students were given the opportunity to participate as summer research interns/assistants to individual faculty members. This relationship extends through the next academic year and will eventually lead to undergraduate research/teaching assistantships at USC-Aiken. This will serve to recruit STEP graduates as STEP student-teaching

UNIVERSITY OF ILLINOIS AT CHICAGO
Early Outreach
Reference Number: 20065

Established in January 1980, Early Outreach identifies talented minority students from more than 152 public, private, and parochial junior high and high schools in the Chicago metropolitan area and encourages them to participate in Saturday College and other academic enrichment and career enhancement programs. Last year, 718 students were involved in one or another of the Early Outreach programs, including 297 students enrolled in the college component.

The program was initiated as part of the campus's Urban Health Program to encourage junior and senior high minority students to develop interests in health professions. As of July 1987, the program became a campus-wide effort, expanding the career focus to include all career fields.

Saturday College meets from October through May and consists of four cohorts: junior high students in grades 7 and 8, senior high students in grades 9-11, senior high students in grade 12, and college students. The first two cohorts receive instruction in mathematics, science, reading, and composition. Career information is also provided. The high school senior cohort is involved in a high school transition program that includes a series of workshops to assist them with college applications, placement exams, financial aid forms, etc. Students may continue to receive tutorial or counseling assistance in this program after enrolling at the university.

An important component of this program is the Early Outreach Parents Network Program. Parents are encouraged to become involved by attending informa-

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tional meetings and workshops.

The program is funded by a variety of federal, state, and local grants. Currently, relationships with the business sector are being developed to provide internships and career experiences for the students.

CONTACT:

Ethel L. Caldwell
 Director, Early Outreach
 University of Illinois at Chicago
 M/C 969
 Chicago, IL 60680
 (312) 996-0986

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Minority Apprenticeship Program (MAP)
 Reference Number: 20063

Established in 1987 by the College of Agriculture in cooperation with the College of Veterinary Medicine, the Minority Apprenticeship Program (MAP) offers an eight-week summer research apprenticeship program for minority high school students who have completed their junior year.

MAP's goal is to increase minority students' knowledge of the agricultural and human sciences through a hands-on learning approach. This program consists of a work experience and an enrichment component. The work experience is designed to give students the opportunity to learn about the scientific aspects of agriculture and animal health by working as laboratory assistants under the guidance of a research assistant. By working directly with a faculty member in a research setting, a mentor relationship is developed.

The enrichment component consists of an academic and career-awareness program. Students meet as a group to receive instruction in mathematics, science, and communications. They also attend sessions with counseling staff members on skills such as test taking, note taking, and studying. Career awareness is provided through seminars conducted by faculty and staff from the Colleges of Agriculture and Veterinary Medicine and through tours to local agricultural, industrial, and governmental agencies.

The 1988 summer program involved 22 juniors from high schools throughout Illinois.

CONTACT:

Charles E. Olson
 Assistant Dean, College of Agriculture
 University of Illinois at Urbana-Champaign

104 Mumford Hall
 1301 West Gregory
 Urbana, IL 61801
 (217) 333-3380

BRADLEY UNIVERSITY

Project Opportunity: An Institute to Promote Science, Math, and Health Career Preparation for Minority High School Students in Central Illinois
 Reference Number: 20039

In early 1985-86, Peoria minority community and educational leaders met to discuss the need for programs to better prepare area youth to pursue higher education. Many "ideal" components of a college-preparatory program were discussed and became the foundation of a project to respond to the Illinois Board of Higher Education's call for proposals under the Higher Education Cooperation Act. Cosponsored by Bradley University, Illinois Central College, and the Tri-County (Peoria) Urban League, the institute serves approximately 34 African American and Hispanic high school sophomores and juniors. Designed to encourage minority students to participate in higher education and to complete baccalaureate degrees, students who have earned a minimum GPA of 2.25 (on a 4.00 scale) are invited.

Each cooperating organization staffs the project with a codirector, and Bradley University and Illinois Central College provide faculty and college student assistance. The Tri-County (Peoria) Urban League is primarily responsible for student recruitment and ongoing family involvement. Bradley University is responsible for program scheduling, logistical arrangements, disbursement of funds, and the site and resources for the summer residential program.

The institute is divided into three major components: the academic-year program (classes taught by college and university faculty, field trips, and an ACT/SAT preparation course); a summer residential program (two-week campus residency programs, continuation of classes, field trips, and cultural activities); and a two-week internship (25 students are selected to work with professionals in science and technical fields).

Each partner shares in the benefits of contributing to greater minority student participation in higher education. Both Bradley University and Illinois Central College gain enrollment of some of the participants. The whole community benefits from students pursuing higher education and professionally oriented careers.

In its first three years, the program has served 105 students. Out of the first high school graduating class,

10 graduates enrolled in college. Recent information indicates all 10 students are returning for their second year of study. Many of the program's participants are recipients of scholarships. Student survey results indicate great satisfaction with the program and a renewed sense of motivation. Many respondents noted that they feel the program prepares them for university study and the college environment.

CONTACT:

Nickie Roberson
Associate Director, Enrollment Management
Bradley University
Peoria, IL 61625
(309) 677-1000

THE OHIO STATE UNIVERSITY

The Young Scholars Program
Reference Number: 21261

The Young Scholars Program offers year-round educational opportunities and personal support for low-income African American, Hispanic, Appalachian, and other underrepresented students through middle and high school. Equal numbers of males and females take part. The program was inaugurated in 1988 with 200 pre-seventh graders from eight Ohio urban areas. Four hundred additional pre-seventh graders from nine Ohio cities are inducted into the program each spring and participate in its activities for six years. The program will have 2,280 students, accounting for attrition, in grades 7-12 when it is at full capacity in 1994. There is no cost to students for participation in the program. Funding for the Young Scholars Program has come from the university, federal and state governments, private foundations, corporations, and individuals.

At the time that the young scholars are selected, they are guaranteed admission to Ohio State, with appropriate financial aid, which does not include loans. In order to receive this package, students must complete all program requirements and successfully finish a college-preparatory curriculum. The financial aid package is available only for young scholars who attend Ohio State. Scholars are not, however, obligated to enroll at Ohio State.

Elements of the program include these:

- (1) Young scholars attend six residential summer institutes on The Ohio State University campus in Columbus. The first three institutes are two weeks long and the last three are three weeks. The technology-based, academic components include English, ethnic studies, science, mathematics, and computer instruction. Young scholars use the same

facilities as university students. They are taught by college professors and teachers who have gone through the institute's inservice training. Students are required to attend study sessions overseen by teaching assistants. Scholars also engage in career exploration activities.

- (2) Young scholars participate in a variety of activities in their home communities during the school year. Among these are interaction with a college-educated mentor, weekend mathematics enrichment sessions, and career exploration presentations and field trips. Enrichment sessions are team-taught by professors, school teachers, and professionals, most from the local community. The scholars' parents are active in parents alliance activities.
- (3) The program is a statewide collaborative effort that involves school systems, postsecondary institutions, businesses, and industries in nine cities.
- (4) The program recruits teachers from the Young Scholars' schools to teach in the summer institutes. These teachers receive one week of inservice training on the Ohio State campus before the institute begins. Some of the teachers also assist in school-year, weekend enrichment sessions and conduct group study sessions held during the school year.
- (5) Each participating city has at least one program coordinator living in the area. Three of the larger cities have two coordinators. A program manager and two assistant managers administer the program from Columbus. Staff will grow as the number of students in the program increases.

The goals of the program are to serve as a statewide model for similar programs at other institutions of higher education and to increase substantially the number of low-income, underrepresented students in Ohio who complete a four-year college or university degree program.

CONTACT:

Dr. James J. Bishop
Special Assistant to the Provost
The Ohio State University
119 Independence Hall
1923 Neil Avenue
Columbus, OH 43210
(614) 292-3478

Part One

UNIVERSITY OF CALIFORNIA, IRVINE

Student/Teacher Educational Partnership (STEP):
Partnership for Advancement of Learning
Reference Number: 21272

The Student/Teacher Educational Partnership (STEP) is a broad-based academic collaboration joining a public school district (92 percent ethnic minority) with three local colleges and research universities to improve the academic preparation of minority youth for success in higher education.

What really makes STEP unique is the level of inter-institutional cooperation among the school district, community college, and universities involved and the universal commitment to action by the project leaders. They work together to promote academic excellence and equity through joint activities in curriculum enhancement, professional development, and student academic support and guidance. Each partner institution takes lead responsibility for one or more of the STEP task forces or components, which are programs designed to form an integrated matrix of support for students, faculty, parents, counselors, and administrators.

Four features have been central to the success of STEP: (1) the comprehensive scope of curricular/professional development and student services; (2) the alignment of project activities with the long-range plans of the partner institutions to ensure institutionalization of the products and practices developed; (3) the ability to channel other ongoing curricular efforts beyond the project's own resources; and (4) the participation of institutions from the entire educational continuum.

STEP receives support from the California Academic Partnership Program, the Carnegie Corporation of New York, and The College Board, with significant support from all of the participating institutions.

The major goals and activities of STEP are the following:

- (1) to address the needs of all students for literacy and critical thought in the areas of mathematics, science, and language arts through enrichment of the district curriculum and staff-development programs using the vehicle of STEP Faculty Forums;
- (2) to foster greater student interest in going to college and commitment to preparation for college admissions with the assistance of a comprehensive guidance curriculum and academic support programs, including tutoring services available in Cooperative Learning Laboratories;
- (3) to disseminate the partnership model developed by the STEP partners.

The infrastructure created by the STEP Administrative Council commits the top leadership of each

educational segment to work together to address common concerns shared by the educational community and brings educational reform directly into the classroom. Teachers work together to strengthen the curriculum, counselors teach lessons from the guidance curriculum in the classroom, and parents are involved in elementary school evening workshops called Family Math and Science. What has become increasingly clear is the appropriateness of the role of postsecondary institutions in providing a variety of resources and joining with the K-12 sector to alleviate a serious segmental isolation that exists regarding common academic preparation concerns.

STEP represents a significant effort to reconstruct the relationships among the segments of education to promote improved academic preparation for all students and provide the nation with a working collaborative model. The project was first launched with the Santa Ana Unified School District (SAUSD) in 1983, and the reported number of SAUSD graduates who enroll in college is now 65 percent of the senior class. At the three STEP postsecondary partner institutions alone, enrollment data provided to the registrars indicate a matriculation rate of 42 percent of the SAUSD senior class in fall 1987.

CONTACT:

Manuel Gomez
Assistant Vice Chancellor
University of California, Irvine
EOP/SAA ADM 152
Irvine, CA 92717
(714) 856-4804

UNIVERSITY OF MARYLAND, COLLEGE PARK

Summer Study in Engineering Program for High School Students
Reference Number: 20969

In 1975, the College of Engineering conducted its first six-week summer program for high school students. This program was limited to women students who had completed their junior year in high school. Within three years, the program was expanded for minority students who had completed their junior year, and in 1983 the College of Engineering formed a third program for high school students—regardless of their race or sex—who had completed their junior year. Consequently, the College of Engineering currently offers three summer programs for high school students.

For six weeks each summer, 20 to 30 students in each group attend the regularly scheduled summer

session. The academic experience is provided through two different courses. One course provides an introduction to engineering science, acquainting students with key concepts of applying mathematics and science to engineering problems. Studies include graphical communication as a form for engineering design and product development and the use of the computer in engineering analysis and design. Computer languages are taught to allow students to solve simple engineering problems. Visiting professionals talk about engineering as a career, with explanations of the different fields. The second course provides students with an introduction to technology and the concepts associated with the development of solutions to technological problems (i.e., engineering design and engineering problem solving). The lecture material covers the skills and knowledge required by engineers and helps students understand how the engineer interacts with industry and society.

The main purpose of the program is to encourage talented high school students to consider the field of engineering, provide an opportunity for them to experience college-level study and lifestyle, provide a basis for evaluating and perhaps changing their planned senior year in high school, and provide hands-on engineering experiences. The College of Engineering coordinates the recruitment of these students with the area schools. Participants are referred to the program by their high school teachers, counselors, and principals. This program is a joint effort to strengthen the learning of students in technological fields of study.

The summer programs have been funded by a combination of corporate sponsors, the university, and, where feasible, the students' families.

Follow-up studies indicate a 65 percent engineering enrollment, with a 91 percent enrollment in technically related fields. Students who participate in a summer program are assured of admission to the College of Engineering after they graduate from high school.

CONTACT:

Marilyn R. Berman
Associate Dean, College of Engineering
University of Maryland
College Park, MD 20742
(301) 454-7386

LOYOLA UNIVERSITY OF CHICAGO
Midwest Comprehensive Regional Center for
Minorities (MCRCM)
Reference Number: 20651

The Midwest Comprehensive Regional Center for Minorities (MCRCM) is best described by its mission

to dramatically and systematically increase the presence of underrepresented minorities in science and technology careers. A unique partnership of three minority and two majority institutions (the Chicago public schools, the Chicago Urban League, Chicago State University, Loyola University, and the Center for Talent Development at Northwestern University) forms the actual MCRCM consortium. The center is based at Loyola University. Each member institution plays the role for which it is uniquely suited in accomplishing the center's mission. Additionally, the Institute for Illinois, a Washington, D.C.-based nonprofit organization chaired by U.S. Senator Alan Dixon and directed by key leaders from business, government, and academia, will play the lead role in assuring increasing non-National Science Foundation funding for MCRCM's operations.

The center began operating in a prototype form under a National Science Foundation grant in September 1989. Approximately half of the center's activities, however, will be funded by local sources. During its first year, MCRCM will offer eight carefully selected programs that together form a coherent effort to help address minority underrepresentation. The first of two unifying objectives of these programs is to provide positive and motivating math and science experiences that encourage a broad population of K-college students to excel in those areas, and to form expectations of natural access to scientific and technological careers. The second of the program's unifying objectives is to nurture those students who do begin the process of pursuing such careers, from junior high school through college.

One key feature of all eight programs to meet these objectives is that each program is linked with programs or directors from at least two other MCRCM members. The program offerings will not (and cannot) be offered in isolation from the other MCRCM activities. In particular, the Chicago Public School System will provide active content and recruiting guidance and assistance for all of the center's programs.

Each program represents an imaginative and energetic initiative that has already been proven in some previous arena in the experience of the consortium member sponsoring it. Some programs are outright replications, some extend current programs, some involve variations of previous programs. In addition to providing these eight programs, MCRCM activities will focus on networking, development, and advocacy of its mission to private industry and to public policy makers. Additionally, the MCRCMs will track the recipients of its services and will develop a much-needed research-quality database in this type of programming.

The original MCRCM proposal attracted the enthusiastic support of local, state, and national leaders in education, government, business, and industry. This

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base of support will be critical to MCRCM as it takes a leadership role in helping to correct minority underrepresentation in science and technology.

CONTACT:

Dr. Eric Hamilton
Assistant Professor, Mathematical Science
Loyola University
6525 North Sheridan
Chicago, IL 60626
(312) 508-3582

SECTION TWO:**College Courses for High School Students**

SYRACUSE UNIVERSITY
Project Advance (PA)
Reference Number: 21143

Syracuse University's Project Advance (PA) is currently the largest program in the United States offering accredited college courses taught in high schools by high school faculty. The project began in 1973 in six pilot schools in the Syracuse area. It now serves 95 high schools and approximately 3,800 students in New York, Maine, Massachusetts, Michigan, and New Jersey. Ninety-five percent of approximately 500 colleges and universities approached by Project Advance graduates have recognized Syracuse University (SU) coursework successfully completed through PA for some combination of degree credit, exemption from similar courses, and advanced placement.

Syracuse University courses available through Project Advance are regular introductory college courses offered in the colleges of the university. They include biology, calculus, chemistry, computer engineering, economics, English/writing, psychology, public affairs, sociology, religion, and nutrition. A Jewish studies course was introduced for the 1990-91 school year. The courses are carefully monitored by SU faculty and PA administrative staff to ensure that standards in PA classrooms are identical to standards in SU classrooms. Detailed student and teacher manuals, testing and evaluation instruments, course outlines, and record-keeping techniques help to achieve this consistency. The high school faculty who teach PA courses are carefully selected on the basis of academic background and teaching experience, and are trained in special workshops by SU faculty.

Project Advance reports that the advantages of the

program to students are numerous:

- (1) Enrollment in PA helps to sharpen students' skills for full-time college study and gives them a realistic expectation of the academic demands of college life.
- (2) The record of recognition of courses completed through PA is high.
- (3) Credit and/or exemption received by most students creates a variety of options in academic program planning, including acceleration or taking additional courses outside the major.
- (4) Students' work is assessed throughout the year and is verified by regular SU transcripts.
- (5) A full-time year-round administrative staff at SU coordinates support services for students and their parents, teachers, professors, and the representatives of other colleges and universities.
- (6) Instructional materials used are continually examined for ways to improve their effectiveness and keep them current.

Various evaluation procedures are used to monitor the program, such as classroom evaluation surveys of participating students and comparability studies to ensure that coursework meets on-campus standards. Another such procedure is a follow-up of graduates who have gone on to college. These students have commented: "The subject you pick for PA probably doesn't matter, but I took English. The most important thing I learned was that you work hard. You work much harder in college. PA was a good stepping stone for me." "[PA] really prepared me to handle the tough assignments in college. I was able to be academically competitive."

In 1983, Project Advance was cited as an exemplary school-college program by the National Commission on Excellence in Education. Project Advance also received an award in 1984 from the Carnegie Foundation for the Advancement of Teaching and the American Association

for Higher Education for special achievement in education.

CONTACT:

Dr. Franklin P. Wilbur
 Director, Project Advance
 University of Syracuse
 111 Waverly Avenue, Suite 200
 Syracuse, NY 13244-2320
 (315) 423-2404

CALIFORNIA STATE POLYTECHNIC UNIVERSITY-POMONA

PolyNet
 Reference Number: 21083

PolyNet is a cooperative interactive television network that links California State Polytechnic University-Pomona (Cal Poly) with 21 high schools in the greater Los Angeles area. The network is used to deliver regular college courses to advanced high school students. Students are admitted to Cal Poly for their junior and senior years and receive regular university credit for courses they successfully complete. Credits are readily transferable to other institutions. Regular student fees have been waived or reduced to make the program extremely inexpensive for students.

Courses are taught from a studio classroom (with no students in the studio) and are delivered live by ITFS microwave to participating high schools. The signal is transmitted by microwave to 5,000-foot Mt. Wilson, where it is rebroadcast throughout the Los Angeles Basin. Upon sufficient demand, courses are broadcast by satellite to rural California schools as well. An important feature of the network is the audio "talk-back" system that permits students to interact directly with the instructor using advanced audio technology.

PolyNet began in January 1985, after several months of planning with local school districts. Because of Proposition 13, many of these districts had seen special programs for advanced students eliminated. When Cal Poly suggested the possibility for a link with the university to serve these students, the network was born. PolyNet is seen as a cooperative effort between Cal Poly and participating districts, and program costs are shared among all participating organizations.

Through an annual survey process, schools select courses for broadcast. The most popular classes have included Introduction to Psychology, The Visual Arts, and Cultural Anthropology. In addition, students have shown great interest in a special series of courses on careers: Introduction to Engineering, Science and Scientists, and Introduction to Business Administration.

These courses provide students with a broad look at career options and motivate them to pursue higher education.

PolyNet has regularly evaluated student attitudes and outcomes, as well as reactions from school administrators and Cal Poly faculty. Students and high school personnel value the program for its links to Cal Poly and its access to university credit, as well as for the chance to learn new subjects. The university sees the program as an opportunity to reach students without having to move faculty or classes off campus.

During the past four years, more than 1,000 high school students have taken PolyNet courses, and many have accumulated 20 or more units of credit before high school graduation. In 1985, the American Association of State Colleges and Universities gave Cal Poly its Showcase for Excellence Award for excellence in strengthening relationships with local school districts. Over the years, many of the participating school districts have also formally recognized PolyNet as a vital force in improving educational opportunities at their schools.

CONTACT:

Dr. Robert Threlkeld
 Director, Distance Learning Center
 California State Polytechnic University-Pomona
 Pomona, CA 91768
 (714) 869-2277

RHODE ISLAND COLLEGE

Early Enrollment Program (EEP)
 Reference Number: 21091

To address the problem of decreasing academic motivation among college-bound students during the senior year, James D. Turley, Rhode Island College's dean of education, decided to introduce a partnership program based on Syracuse University's Project Advance. Seven hundred students from 26 high schools are enrolled in Rhode Island College's (RIC) Early Enrollment Program (EEP).

As with Project Advance, EEP courses are taught by carefully selected high school faculty whose credentials and teaching expertise have been evaluated by RIC faculty members and who are subsequently designated RIC adjunct faculty instructors. The courses are monitored by RIC faculty and administrative staff to ensure that the standards are identical to those for the same courses taught on campus. EEP offers introductory courses in anthropology, art, chemistry, economics, English, modern languages, geography, history, mathematics, and political science.

RIC faculty liaisons maintain contact with high

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school teachers through personal, on-site visits, telephone calls, and informal conversations at professional meetings. Group meetings are scheduled according to academic discipline so instructors can exchange information on methods, materials, and student achievement. At a meeting in the spring, adjunct faculty meet with the RIC liaisons to assess the preceding year's program and to plan for the next.

Students who have successfully completed the 11th grade are eligible to participate in EEP. Under special circumstances, some high school juniors are permitted to enter. In general, the selection of students is left to the discretion of the high school teachers and guidance staff.

CONTACT:

Dr. Kenneth R. Walker
Director, Early Enrollment Program
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8018

SOUTHWEST STATE UNIVERSITY

Enrollment Options Project
Reference Number: 20070

Since its inception in 1985, the Enrollment Options Project of the state of Minnesota has enabled high school juniors and seniors to enroll in college-level courses and earn credit at no expense to themselves. Southwest State University (SSU) has taken the lead in Minnesota to offer courses reaching high schools in Minnesota, Iowa, and South Dakota.

Today, 23 high schools participate in the program, with an average of 250 students taking college courses yearly. Courses currently offered include freshman English, a two-course sequence in general psychology, introductory sociology, calculus, three courses in first-year chemistry, and intermediate Spanish.

The Enrollment Options Project at SSU employs high school teachers as teacher assistants under the direction of supervisory faculty as teachers of record. These assistants receive ongoing supervision and meet regularly as groups in their different disciplines.

The main focus of SSU's project has been to serve the small-town high school, which, due to limited resources, cannot offer advanced classes for its better students. The absence of minimum class numbers and the flexibility to schedule classes have made the project very popular with participating schools. All participating students must meet the admissions requirements of the university before enrolling in SSU courses.

The main benefit gained to date is consistent completion of courses with very good grades. Students' GPAs have been consistently higher than those of students enrolled on campus in similar courses. For rural schools, the project meant avoiding consolidation with other schools due to declining enrollments. A remarkable benefit has been the mentoring of teaching assistants by the university faculty. The university has not had an aggressive campaign to recruit program students, but the result has been that about 30 percent of Enrollment Options students subsequently enroll at SSU.

The program's effectiveness can be measured by the fact that course credits earned by students are accepted at most colleges and universities across the country. Participating high schools have encouraged SSU to offer more courses due to ever-increasing state and national requirements. The university believes that expanding offerings in the general-education area is helping small-town high schools, especially in the rural Midwest. Ninety-five percent of enrolled students complete courses with grades of *B* or better.

The university recognizes its responsibility under Enrollment Options and constantly strives to ensure the quality of its courses through this program. With almost 2,000 students having completed courses, the program's worth has been accepted by participating high schools and parents. The state of Minnesota recognizes SSU as the leader in the Enrollment Options Project for the upper Midwest.

CONTACT:

Dr. John M. Bowden
Director of the Library
Southwest State University
Marshall, MN 56258
(507) 537-6108

UNIVERSITY OF CALIFORNIA, DAVIS

Summer Humanities Institute (SHI)
Reference Number: 20638

The University of California, Davis (UC-Davis), Summer Humanities Institute (SHI) began in 1988 as a program seeking to provide students who have just completed their junior year in high school with a direct experience of college life and an opportunity to earn college credit while still in high school. The program is oriented toward honors students with an interest in the humanities, and students select two courses among a wide range of lower-division humanities course offerings during the first UC-Davis summer session. SHI students attend classes with UC-Davis students.

SHI is a residential program that includes special

seminars and weekend field trips. The program is six weeks long, requires letters of recommendation from high school teachers, imposes a minimum GPA of 3.25, and aims to generate a life-long interest in the fundamental issues raised by the humanities.

The University of California, Davis, provides all staffing and funding. Students participating in SHI earn college credit and the opportunity to experience college life; UC-Davis benefits from the increase in public awareness of the excellence and variety of its humanities offerings. The institute also serves as a recruitment device to encourage academically talented students in the humanities to matriculate at UC-Davis. Students receive an SHI Certificate of Completion upon passing their two courses and participating in the seminars and special programs.

Evaluations of the 1988 SHI were overwhelmingly positive. Students gave high marks to the resident assistants, their classes, and the sense of camaraderie among participants.

CONTACT:

Dr. Daniel L. Wick
Director, Summer Sessions
 University of California, Davis
 376 Mrak Hall
 Davis, CA 95616
 (916) 752-1647

ROCHESTER INSTITUTE OF TECHNOLOGY
School/College KEY Program
Reference Number: 20672

The KEY Program is a cooperative effort of the Rochester Institute of Technology (RIT) and the Livingston-Steuben-Wyoming Board of Cooperative Educational Services (BOCES). Its primary mission is to offer enhanced opportunities to high school students in the rural area south of Rochester. Small enrollment and specialized-subject classes can be costly for small, rural schools to support without sharing resources. BOCES aids schools by coordinating schedules and delivery systems among the participants and contracting for RIT's services to deliver an enhanced program to a number of schools simultaneously. Present KEY Program courses are calculus, English (Communications and Introduction to Literature), and social studies (Economics and American Politics).

KEY Program courses are taught at the first-year-college level. These courses are carefully designed by the university faculty in cooperation with teachers in the schools and the BOCES/RIT KEY Program admin-

istrative staff to ensure that the standards are identical to those sections taught by faculty on campus and that the courses meet all state requirements. Since January 1988, courses have been offered at three sites: Letchworth, Perry, and Warsaw Junior-Senior High Schools. Approximately 65 students enrolled from the three schools during the 1988-89 school year, representing more than 200 applicants.

Students may take the courses for school credit, and courses are constructed in such a way that Advanced Placement (AP) credit may be earned by taking The College Board AP Exam and receiving a satisfactory score. Additionally, students who register for RIT course sections and successfully complete coursework through the KEY Program receive RIT academic credit. RIT faculty design the curriculum, plan day-by-day activities, and evaluate individual student performance for each course in consultation with the participating schools. Organizational meetings between BOCES staff, RIT faculty and staff, and teachers from participating schools are held to develop curriculum, procedures, interactive teaching, and evaluation methods.

Various instructional technologies are used to provide an effective distance-learning experience. The precise mix of delivery techniques varies from course to course depending on the course content and the instructor's style. In addition to occasional student visits to campus and faculty trips to the schools, delivery of a typical course includes the following components: prerecorded video demonstrations and lectures; live two-way audio and audiographic conferences; computer conferencing and remote library access; in-class facsimile machines; and study guides, texts, and instructional materials. With the help of school teachers from the participating schools, course design and delivery are made sensitive to the needs of the high school audience.

Response to the program has been positive. Both teachers and students feel they benefit from the interactions with the university. RIT's faculty have enjoyed the unique opportunity to collaborate with colleagues in the profession on the best way to structure and deliver a course. In the classroom, the effect has been one of collaboration and collegiality.

CONTACT:

Susan M. Rogers
Director, Distance Learning
 Rochester Institute of Technology
 P.O. Box 9887
 Rochester, NY 14618
 (716) 475-5166

Part One**SEMINOLE COMMUNITY COLLEGE****Dual Enrollment**

Reference Number: 20718

Dual Enrollment is a Florida state-mandated program whereby community colleges provide college courses to high school students in their service districts. At Seminole Community College, regular full- and part-time college faculty travel to the high schools and teach the exact courses that they teach on campus. Approximately 500 students in the six county high schools enroll in these college courses annually, with about 50 more driving to the college campus for courses not offered at their high schools. Four full-time and five part-time faculty taught 74 sections at the high schools in 1988-89.

Introductory courses in astronomy, oceanography, anthropology, sociology, economics, and government, as well as Humanities I and II and English I and II ran five days a week for nine successive weeks at the schools. Most students enrolled in the program earn 12 credits each year, with some earning as many as 24.

Students pay no admission, registration, or matriculation fees. The county school system purchases and distributes college textbooks to participants, also at no charge to the students. Both the high school and the college receive enriched full-time equivalency reimbursements from the state for students in the program. Responsibilities of the college, the school district county offices, and personnel at area high schools are delineated in a contract that is renegotiated annually.

Benefits accrue to students and their families, to the high schools, and to the college. Students earn college credits without the expense of tuition and books. They also learn about the demands of college-level work and the expectations of college faculty. For the high schools, Dual Enrollment courses provide a challenging supplement to their Advanced Placement and honors/gifted curriculum. The college has an opportunity to strengthen relations with the high schools, to showcase its programs and faculty to academically talented area students, and to recruit students for its honors program.

The effectiveness of Dual Enrollment is reflected in its growth from 45 students in six sections at two schools in 1984-85 to more than 500 students enrolling in 74 sections at all six area high schools in 1989.

CONTACT:

Dr. Elaine A. Greenwood
Director, Arts and Sciences Services

Seminole Community College

100 Weldon Boulevard

Sanford, FL 32773

(407) 323-1450

**OTIS ART INSTITUTE OF PARSONS
SCHOOL OF DESIGN****Otis Parsons (O/P) ARTS Workshops**

Reference Number: 20013

The Otis/Parsons (O/P) ARTS Workshops were created in 1986 in response to the need expressed by local educators for enhancement of their existing art curricula in the high schools. As a result of tax-cutting initiatives during the past decade, the Los Angeles school system has suffered budget cuts that forced the curtailment of many curricular offerings deemed discretionary—such as art classes. This greatly restricts the opportunities for high school students to study art and design seriously. The O/P ARTS Workshops, a series of art and design classes taught by senior Otis/Parsons students, provide additional instruction to approximately 300 students in 10 local high schools each semester.

Fifteen to 20 Otis/Parsons seniors from the various majors of the college (ceramics, communication design, illustration, environmental design, fashion design, fine arts, and photography) participate in the program each semester, enrolling in a two-unit class for general elective credit. They spend eight weeks in a formal classroom setting learning basic communication and teaching skills, as well as planning and preparing their workshops. For the next five weeks, they conduct their workshops in the high schools; the final two weeks involve evaluations of their workshop experience.

The workshops focus on the development of a specific skill (drawing, painting, etc.) and on the completion of one specific project (a painting, sculpture, architectural model, or fashion notebook, for example) from first conception to final form. At the end of the workshops, the high school students have been exposed to new methods of learning traditional art and design skills, worked with new materials, and interacted intensively with older art students who can give them insight into college-level art education and career paths for visual artists. The high school teachers have observed assignments and pedagogical techniques derived from the highly creative and stimulating professional program offered at Otis/Parsons, thus benefiting hundreds of students who will later pass through their classrooms. Finally, the college students (many of whom consider teaching as a career option after graduation) have had a valuable opportunity to develop first-hand teaching

experience.

At the end of each semester, the Otis/Parsons students make a formal evaluation of their workshop experience. Each high school teacher also evaluates the success of the workshop, and makes suggestions that are incorporated into the planning and structure of future workshops. The effectiveness of the O/P ARTS Workshops may be gauged by the fact that the same high schools have requested to participate again and again.

CONTACT:

Carl Smith
Senior Admissions Counselor
Otis Art Institute of Parsons School of Design
2401 Wilshire Boulevard
Los Angeles, CA 90057
(213) 251-0511

OTIS ART INSTITUTE OF PARSONS SCHOOL OF DESIGN

Young Artist Studio Program (YAS)
Reference Number: 20014

The Young Artist Studio (YAS) Program was instituted to offer talented high school seniors the opportunity to study life drawing. Considered the cornerstone of traditional art education, life drawing is a laboratory for learning accurate draftsmanship, anatomy and proportion, and figure-ground relationships. It also forms the foundation for the fine arts and such design fields as fashion, illustration, and environmental design, with its interest in relating the human body to architectural space. Yet, because the use of live models is often prohibitively expensive, life drawing is rarely offered in the high school art curriculum.

The YAS program is free to local high school seniors recommended by their art teachers or art department chairs, with Otis/Parsons assuming the responsibility for funding and staffing the course on its own campus. The only charge is a \$20 model fee and a \$10 paper fee, which may be waived in cases of extreme financial hardship. Two sections of the class serve approximately 40 high school students each semester.

In the YAS program, students are introduced to a variety of media, styles, and techniques through the use of visual materials and demonstrations. A variety of traditional and experimental approaches are studied, all using the nude figure as subject. The students produce a portfolio of 40-50 drawings in class, and receive ongoing, individual critiques of their work by the instructors.

Otis/Parsons receives an obvious benefit by identifying a number of the most artistically talented high school seniors and bringing them to its campus

for a stimulating experience during the year they are deciding whether to pursue an art education and which college to attend. Conversely, the students are able to test their own abilities and interests in an intensive art education by receiving an introduction to the Otis/Parsons approach.

CONTACT:

Gina Woodruff
Senior Admissions Counselor
Otis Art Institute of Parsons School of Design
2401 Wilshire Boulevard
Los Angeles, CA 90057
(213) 251-0504

ROCHESTER COMMUNITY COLLEGE Postsecondary Enrollment Options Program Reference Number: 21221

As a result of Minnesota's Postsecondary Enrollment Options Act of 1985, many 11th- and 12th-grade students enroll in courses at the Minnesota Community College System's 19 campuses. State university system policy limits enrollment to students in the upper half of their class. High school or college credit can be obtained by students through the program, with students paying only for courses taken for college credit. The state pays tuition for students taking courses for high school credit.

After the first full year of the program, an extensive evaluation revealed some problems that would be instructive for institutions considering adoption of a similar type of program. Since the courses were held on community college campuses, transportation and lack of equal access for all students became major concerns. The Minnesota Community College System is considering several ways to help alleviate this problem. Other ideas include telecourses, independent study courses, videocassette courses, and interactive radio/telephone/television courses.

Another concern was in the area of admission policy. While 84 percent of the students were in the "satisfactory" range (those who earned As, Bs, Cs and Pass), about 16 percent did not complete courses or did not receive satisfactory grades. Some believe that a more rigorous admission standard would screen out those students who lacked prerequisite skills or maturity to succeed.

Amendments to the Postsecondary Enrollment Options (PSEO) Act limit students' participation to two years and require that school districts provide comprehensive counseling services that apprise potential participants of the responsibilities accompanying postsecondary enrollment. The act now also requires postsecondary institutions to award appropriate college

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credit at no cost to those students who successfully complete a course for high school credit and later enroll in a course of study at that institution.

During fall 1986, 1,963 PSEO students were enrolled. English was the most frequently taken subject, with psychology, mathematics, history, political science, sociology, and business as the next most frequently taken. In all, there were 53 courses in which PSEO students enrolled, ranging from accounting and aviation to video producing and zoology. Comments from student participants were favorable. For example, "I like the fact that I am treated in the same manner as other college students. This program is a challenging alternative to senior slide."

CONTACT:

James Wignes
Associate Dean, Admissions
Rochester Community College
Rochester, MN 55904
(507) 285-7269
and
Dale Amy
Student Services Assistant
Rochester Community College
851 30th Avenue, SE
Rochester, MN 55904
(507) 285-7332

LONG ISLAND UNIVERSITY-C.W. POST CAMPUS

Secondary Collegiate Articulated Learning Experience (SCALE)
Reference Number: 21096

Long Island University-C.W. Post initiated the Secondary Collegiate Articulated Learning Experience (SCALE) program in response to a position paper issued in 1974 by the regents of the University of the State of New York that called upon educators to create programs that would avoid duplication in secondary and postsecondary curriculums and provide qualified students with the opportunity to accelerate their academic pursuits.

In cooperation with three local high schools, C.W. Post came up with the following recommendations, which later became the SCALE program:

- (1) Students enrolled in the program would hold dual status as high school seniors and C.W. Post freshmen and meet admissions criteria of C.W. Post. As matriculated freshmen, high school seniors enrolled in the program would have full use of all facilities and resources at the campus.
- (2) The program would take a team-teaching approach

in the presentation of the courses. College and high school faculty would participate in course development and course delivery. While the high school faculty would have primary responsibility for classroom instruction, C.W. Post faculty would be assigned to the course at each high school and would be responsible developing and coordinating the course.

- (3) The faculty from the high school and college would jointly develop a course outline for the subject area that would establish basic content equivalent to courses offered at C.W. Post. Evaluative devices, suitable texts, and other materials would also be jointly agreed upon.
- (4) Because the courses would be taught in the high school, there would be stipulations for high school participation. Specifically, the high school must be within reasonable commuting distance so that students could take advantage of the main campus facilities and close enough to be convenient to the C.W. Post faculty, who make at least six visits to the high school. Furthermore, because of reduced overhead, the college would charge a reduced tuition rate for courses offered in the high school.

In 1989, the program offered 1,500 students from 29 high schools courses in 16 areas of study, including criminal justice, business law, management, marketing, and computer science as well as more traditional courses such as English, biology, and mathematics.

CONTACT:

Charles W. Silkie
Assistant Director, Contract Programs
Long Island University-C.W. Post Campus
Brookville, NY 11548
(516) 299-2211

FLORIDA INTERNATIONAL UNIVERSITY

Partners in Progress Program (PIP)
Reference Number: 21118

The main goal of the Partners in Progress Program (PIP), as reported by Florida International University (FIU), is for minority students to become aware of their academic potential and the opportunities available to them in higher education. The program began in 1982, serving five Miami inner-city high schools, and has now expanded to 14 senior high schools in Dade County.

While the Partners in Progress Program offers college courses to high school students, it is different from many other programs (such as Syracuse University's Project Advance and Indiana University's Advance College Project) in that courses are offered on the college campus

during the summer. Dade County Public Schools provides 12 classroom teachers and transportation for the students during a six-week program that comprises the students' first summer study experience. Florida International University provides the campus site, professional development for the teachers, and student materials. During the students' second summer experience, FIU provides scholarships to cover the cost of tuition, books, and fees for two courses. PIP students earn two high school credits their first year in the program and up to six college credits their second year.

PIP is currently being considered as a pilot program for the state university system by the Florida Board of Regents.

CONTACT:

Dr. Rosa L. Jones
Acting Associate Dean, Undergraduate Studies
North Miami Campus
Florida International University
North Miami, FL 33181
(305) 940-5754

INDIANA UNIVERSITY

Advance College Project
Reference Number: 21094

Indiana University's Advance College Project (IU-ACP), piloted in 1981 by six local high schools, is a collaborative program that has been introduced to more than 50 high schools throughout the state of Indiana. The reported reasons for students enrolling in the courses continue to be to get a head start in college, to earn dual credit, to learn what a college course is like, and to see if they can do college work.

Teachers, counselors, and principals of selected high schools (selection based on the strength of the academic program) are invited to a project orientation meeting. At this session, the collaborative philosophy of the project is shared, along with descriptions of current IU-ACP offerings; each high school's personnel then decides whether to participate in the project and which IU-ACP courses to implement.

The selected high school teachers, considered outstanding by their principals and approved by the appropriate university department, attend summer seminars in their content areas. Each high school instructor then follows the IU course syllabus, with some discretion allowed for individual teaching style and content flexibility. Instructors receive adjunct faculty status. All instructors return to campus during the school year for seminar sessions. The project continues to provide professional-development opportunities for the

instructors whenever possible.

The project offers a curriculum option to the secondary schools. The schools do their own counseling for the project's courses. The IU-ACP admission standards are the same as Indiana University's; however, some high schools may develop additional academic criteria for students to meet. Each high school determines its own level of involvement regarding the number of certified teachers, courses offered, and students served.

A project evaluation component covers every aspect of the project, both formative and summative. Student and teacher satisfaction are assessed using post-experience questionnaires. The project's impact on the students is evaluated also later in their academic careers.

For course evaluation and comparability purposes, IU-ACP students take the same final exams as IU students in those courses where a final is given. Additionally, the university faculty members visit the high school instructors and their students in the high schools.

The program continues to grow in its pre-college service to Indiana high school students. At the same time, it provides a source of professional development for secondary teachers.

CONTACT:

Leslie J. Coyne
Director, Advance College Project
Indiana University
Maxwell Hall 254
Bloomington, IN 47405
(812) 855-5048

FLORIDA INTERNATIONAL UNIVERSITY

Vested Interest Program (VIP)
Reference Number: 20742

In 1979, Florida International University (FIU) recognized the need to establish close ties with both the private and public high schools in the Dade County area in order to provide academically talented pre-collegiate students the opportunity to explore fully the university experience. Accordingly, the Vested Interest Program (VIP) was established. Initially, the program served some 30 students on the university's main campus. In 1989, 85 students participated at both the University Park and North Miami campuses. A dual enrollment program with the Dade County Public Schools was also initiated.

Students are selected to participate in VIP on the basis of their high school record and a required essay. The program provides a full-tuition scholarship and a book stipend to each VIP student. Students enroll in two courses during the university's summer term and

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earn six college credits that may be applied toward a degree at FIU or may be transferred to another university. With the addition of FIU's dual enrollment agreement with the Dade County Public Schools, students may also choose to earn high school credit through the program.

All VIP students enroll in the three-credit library research and report writing course, called Modes of Inquiry, a valuable course for college-bound students. Additionally, VIP students select a course from one of the following program areas: chemistry, computer programming, ecology of south Florida, health science, international relations, or literature. All courses offered in the program are university catalog courses and are taught by regular university faculty.

During their summer at FIU, VIP students are encouraged to use all facilities at the university, including the library, science labs, and computer labs. They are also urged to take advantage of activities offered on campus, such as recreational programs and athletic events. Therefore, they are exposed to actual college life and are well prepared to make intelligent choices about their higher education. Almost 100 percent of the VIP students have pursued a college or university education, approximately 40 percent at FIU.

CONTACT:

Caryl M. Grof
Director, Special Programs
Florida International University
Office of Undergraduate Studies
Miami, FL 33199
(305) 554-2099

UNIVERSITY OF DELAWARE

Summer College
Reference Number: 20679

Summer College is a five-week residential program on the campus of the University of Delaware for academically advanced, rising high school seniors. The students enroll in two freshman-level courses, for which they receive University of Delaware credit. The program began in 1984 with the goals of (1) providing academically advanced high school students with the opportunity to be challenged to the extent of their abilities and (2) helping to ease the transition between high school and college. The average enrollment is 75 students, mostly from the state of Delaware but including other mid-Atlantic states and several foreign countries.

There are several unique aspects of the program stemming from the partnership of the University of Delaware and the Delaware Department of Public Instruction (DPI). Each course is team-taught by faculty of the University of Delaware and Delaware high school

teachers.

This partnership has been very advantageous for several reasons. The small classes of bright, motivated students provide a perfect teaching environment, making teaching in Summer College a very desirable experience. The teachers find the experience to be stimulating and motivating, and one that prepares students for college-level work. The university faculty enjoy the partnership because the teachers are a resource to help them better understand students at that age. The students profit from the team because the teacher often provides additional help sessions and is sometimes perceived as more accessible and less intimidating. These teachers are selected by the curriculum supervisors from DPI, giving them an active role in the program and affording prestige to the selection. The teachers also provide a recruitment network for subsequent programs.

The fact that teachers request to participate again attests to the quality of their experience. DPI also grants substantial funding to this program, allowing Delaware students to attend for a reduced fee.

CONTACT:

Martha A. Collins
Assistant Director, Special Sessions
University of Delaware
325 Hullihen Hall
Newark, DE 19716
(302) 451-2852

LOYOLA UNIVERSITY OF CHICAGO

Freshman Dean's Scholars Program
Reference Number: 20626

The College of Arts and Sciences of Loyola University of Chicago began an experimental educational program for high school seniors in the spring semester of 1971-72. Originally known as the Sullivan High School Visiting Student Program, the program received a new name, Freshman Dean's Scholars Program, as the number of schools involved increased and the students' choice of courses expanded. The program invites qualified students, selected by their high school counselors, to enroll in one or two courses per semester in Loyola's College of Arts and Sciences. Tuition costs for the courses are covered by a scholarship fund; the students are asked to pay only a \$10 registration fee.

Students are given a unique opportunity to experience taste of college life and the demands of college-level work. The college credit they earn is transferable to any college or university in which they subsequently enroll.

This program allows the high schools involved to

provide additional educational opportunities and stimulation for their advanced students. For its part, Loyola's College of Arts and Sciences hopes to maintain good relations with the high schools and their counselors and to improve its recruitment and enrollment program.

Over the years, the number of students involved has varied. The problem of fitting Loyola's courses into the students' high school schedules has never been entirely overcome. The hoped-for increase in recruitment and enrollment at Loyola has not materialized to a significant degree.

Still, the students have been able to reap the desired benefits. Good relations with the high schools have been maintained. The contact between the freshman dean and the high school principals or counselors can only be beneficial to both parties. And the service of offering college-level courses to qualified students from Chicago's public and private schools has been deemed quite worthwhile.

CONTACT:

Edward H. Konerman, S.J.
Freshman Dean, College of Arts and Sciences
Loyola University
Chicago, IL 60626
(312) 508-3522

to attend professional-development activities on campus. To help coordinate all activities related to the program, each high school assigns a counselor to function as liaison between the high school and the college. Likewise, JCCC designates one faculty member in each discipline to function as liaison to the high school teachers.

Students enrolled in the program pay regular JCCC tuition. Once enrolled, they are mailed a packet containing a calendar of college events, a student identification card, general information about JCCC, and a library card, all in an effort to help them feel they are part of the college. Upon completion of their College Now classes, students have official college transcripts, which are mailed upon request to other colleges and universities.

A survey is sent to graduates of the College Now program to address such issues as the transfer of credit to other colleges and universities, quality of instruction, rigor of the courses, satisfaction with the program, and other related questions. Results have confirmed the college credit worthiness of the program, with 91 percent expressing overall satisfaction with the program; 87 percent indicating that the instruction they received was college-level; 91 percent indicating that the content was college-level; 97 percent indicating that they would recommend the program; and 92 percent indicating that their credits had transferred to colleges and universities throughout the country.

Students participating in the College Now program report that they are better prepared for future college courses, not only because they got an opportunity to earn college credit, but also because they got a preview of what to expect in college. Typical responses to the most recent survey include the following: "The program is a fantastic way to get college credit for college-level work. I feel my College Now courses gave me the background to enroll in and successfully complete higher-level courses at the university I am currently attending. Because of the program, I am a semester ahead of schedule to earn my degree."

CONTACT:

Dr. James M. Williams
Assistant Dean, Communications and Academic Enhancement Division
Johnson County Community College
12345 College at Quivira
Overland Park, KS 66210-1299
(913) 469-8500, ext. 3450

JOHNSON COUNTY COMMUNITY COLLEGE

College Now

Reference Number: 21093

College Now at Johnson County Community College (JCCC) is a dual-credit program in which high school students enrolled in upper-level honors or Advanced Placement (AP) classes may earn college credit for the advanced-level work they are doing. Implemented in 1984, the program serves county public school students, as well as students in two Catholic schools. Courses that reflect the college's content, objectives, and assignments are taught on the high school campuses by qualified high school teachers. Subject areas include foreign language, English, social science, computer science, natural science, and math.

The responsibility of the high schools is to uphold college standards. In turn, JCCC provides the high schools with textbooks and instructional materials. It also reimburses the districts one third of the tuition collected. State aid goes to the districts, not the college. On-site visits to high school classrooms enable the college staff to monitor the program and establish professional relationships with the teachers. The college also provides workshops for the high school teachers and invites them

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KINGSBOROUGH COMMUNITY COLLEGE

College Now

Reference Number: 21095

Unlike the College Now program of Johnson County Community College, which provides college courses for college-bound high school students, the College Now program of Kingsborough Community College (KCC) serves moderate-achieving high school students, many of whom never consider college as an option. The program is predicated on the fact that such students need (1) help in determining whether college is an appropriate option for them; (2) the assurance that they can improve their basic skill levels and successfully complete college-level coursework while still in high school; and (3) greater assistance than high-achieving high school students in making the transition from high school to college.

The program consists of two main parts. First, in the spring of their junior year, students interested in the College Now program take the City University of New York Freshman Skills Assessment Examination to test their levels of achievement in reading, writing, and mathematics. Following the testing, students are advised of their test scores, and individually counseled as to the appropriate College Now courses for their senior year. This may include remediation courses carrying no college credit and/or freshman-level college courses carrying up to seven college credits. Then, during their senior year, students participate in College Now courses at their high schools; classes are conducted before or after the regular school day. Students participate on a voluntary basis and take College Now courses in addition to those needed to fulfill their high school's requirements for graduation.

As with the Johnson County Community College's College Now program and Syracuse University's Project Advance, the College Now program of Kingsborough Community College uses qualified high school teachers to teach the courses; members of the college faculty designated as course heads are responsible for ensuring that the high school faculty present courses reflective of the college syllabi. The on-site visits, record keeping, and implementation procedures are also similar to Project Advance.

The College Now program began in 1984, servicing 449 students in high schools located close to the college. Recently, the program expanded to 17 schools in three boroughs of New York City (Brooklyn, Queens, and Staten Island), with services provided to more than 2,100 students yearly.

In its second year of operation, the program was formally evaluated by the Academy for Educational

Development, an independent evaluation agency, which concluded, "College Now's success reflects its staff's ability to build reciprocal collegial relationships with the administrations and staffs of the participating high schools." In addition to the formal evaluation, the program was visited by many interested parties, one of whom commented, "College Now is certainly performing a service in lowering the cost of remediation for [the City University of New York] and other colleges and in offering average kids a chance to raise their sights and pursue worthy goals. It's an idea that will be replicated."

CONTACT:

Dr. Stuart Suss

Director, College Now Program

Kingsborough Community College

2001 Oriental Boulevard

Brooklyn, NY 11235

(718) 934-5170

REED COLLEGE

Reed Young Scholars

Reference Number: 20954

Reed College, since its inception, has been devoted to providing a serious education in the liberal arts and sciences. The principles of rigor, strong historical grounding, and close intellectual contact between students and faculty are basic to a Reed education. The college has, at the same time, always had a strong public-service objective. With these goals in mind, a Young Scholars program that permits accelerated high school students to enroll in a Reed College class while concurrently enrolled in their high school was inaugurated with nine students in 1980. These young people, having exhausted their curricular options in a given subject or field in their high school, can pursue their studies at the college level for credit through the Young Scholars program.

Typically, these students enroll in courses in mathematics, biology, physics, chemistry, and foreign languages, as well as classes in the humanities. The college believes that this program is beneficial both for the students enrolled and for Reed; in the former case, it provides greatly expanded intellectual challenges, and in the latter, it helps forge stronger bonds between the college and Portland-area high schools.

The cost of this program is borne primarily by foundations, corporations, private donations, and a small tuition payment by the high schools involved in the program. Students are responsible for book and transportation costs.

The Young Scholars program is but one of the programs offered by Reed College to accelerated students in the Portland metropolitan area. In the past five years, Reed has offered educational opportunities such as the Mentor Program, Interdisciplinary Seminars, special subject symposiums (Northwest American Indians, Chemistry), and National Institutes of Health Summer Apprentice Research Programs for minority students in the summers of 1981-84. These programs have enrolled a large number of minority students, many of whom are recent refugees whose native language is not English. It has been truly remarkable to see these students perform alongside Reed College students despite all the difficulties posed by linguistic and cultural differences. It is also a tribute to the members of the Reed College faculty who have nurtured the exceptional abilities of these students.

Since 1980, Reed has also offered Intensive Summer Workshops. Students participate in classes for two hours each day for two weeks. The Portland public schools are extremely supportive of this program, viewing it as a unique opportunity for interested, motivated students to experience seminar teaching in an atmosphere that enables students to acquire new skills and to receive an introduction to concepts or ideas not readily available to them in their high schools.

Reed College's Mentor Program has been designed by the Portland Public Schools to accommodate those accelerated high school students who may not, for a variety of reasons, be able to participate as young scholars in regular Reed College classes. This non-credit program matches academically gifted students with Reed faculty or Reed senior students whose academic area is in the student's special field of interest. The mentor and student

meet for eight to nine tutorial sessions per semester. The mentor stipend is paid by the Portland Public Schools for its students, whereas individual families who live outside the Portland Public School District pay the mentor's stipend.

Throughout the years, Reed has had excellent responses to these campus-based Talented and Gifted (TAG) Programs. Joyce Lozito, TAG coordinator, Portland Public Schools, has written, "Students need exposure to a variety of learning styles and learning environments. Students who have attended the Reed programs were impressed with the knowledge of the professors and their willingness to accept uncommon and unusual responses as legitimate possibilities." Follow-up studies of the enrolled students have revealed that many of them earn state or national awards in their field of study (i.e., Eric Gaidos, Westinghouse Science Talent Search; Greg Stein, Carnegie Mellon Scholarship; Alex Shek, Presidential Academic Fitness Award; Mai Chan Tranh, Harvard Scholarship).

Jeff Albelo, Reed Young Scholar '88, sums up his experience at Reed: "The Young Scholars program was a genuine growing and learning experience for me. I felt that I was given the opportunity to see how well I could adapt to a new and challenging academic environment. I was also inspired by the school and found the institutional attitude toward young scholars very nurturing."

CONTACT:

(no contact provided)
 Reed Young Scholars Program
 Reed College
 Portland, OR 97202
 (503) 771-1112

SECTION THREE:

Enrichment and Gifted-and-Talented Programs

THE JOHNS HOPKINS UNIVERSITY

Center for the Advancement of Academically Talented Youth (CTY)
 Reference Number: 21126

The Center for the Advancement of Academically Talented Youth (CTY) was established to meet the growing demand for a program for adolescent students who wished to advance educationally according to their own individual rate of learning and level of performance.

An integral part of CTY's activities is the annual

Talent Search, which identifies exceptional mathematics and/or verbal reasoning abilities among seventh-grade-aged children. CTY believes that early identification of abilities allows teachers and counselors to help students use their talents appropriately during the remaining school years. In order to qualify to take the SAT, students must rank above the 97th percentile on either the mathematical, verbal, or total composite scores of a national, school-administered test battery. From this population, about one third of the students qualify for CTY's academic programs. Searches are conducted in the mid-Atlantic, New England, and Western states.

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The CTY program includes summer, winter, residential, and commuter courses. Sites are located at The Johns Hopkins University and at various schools and colleges in California; Massachusetts; Pennsylvania; New York; and Geneva, Switzerland. CTY also offers a tutorial by mail in expository writing. Although letter grades are not given for these courses, a detailed, descriptive evaluation of participants' performance is written and, where applicable, nationally standardized content-area examinations (The College Board AP Examinations) are recommended.

CTY services include assessment and evaluation services, offering a detailed assessment of a child's mathematics, verbal, and abstract reasoning abilities; counseling; a training institute for educators and parents; career education workshops; an advisory council that includes parents, which meets twice a year to review policies and share ideas about CTY's activities; a pilot academic program of talent identification and preparation of elementary students; and a pilot skill-reinforcement program for educationally and economically disadvantaged youth.

CTY has received international recognition for identifying and working with mathematically and verbally talented students of junior high and high school age and has been the model for at least four similar programs at Duke University, Northwestern University, the University of Denver, and Arizona State University.

CONTACT:

William G. Durden
Director, CTY
The Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(301) 338-6340



MICHIGAN TECHNOLOGICAL UNIVERSITY

Women in Engineering Program (WIE)
Reference Number: 21244

The Women in Engineering Program (WIE) was initiated in 1973 to introduce female high school students who have high academic potential in the areas of science and mathematics to careers in engineering. Since 1975, a limited number of teachers and guidance counselors have also been invited to participate in the program. As a result of attending WIE, these teachers and counselors are better equipped to advise a greater number of students who are interested in these areas.

The WIE program follows a lecture-laboratory format. The lecturers are university faculty and/or

practicing women engineers from various industries. The engineers also serve as role models for the WIE participants. The laboratory exercises are developed and taught by Michigan Technological University (MTU) faculty and staff from various engineering disciplines, including engineering technology and bioengineering-forestry.

While learning about college life, the students have the opportunity to attend scheduled evening sessions on financial aid, admission policies, military options, and cooperative education. In addition, there are evening events and programs on topics such as women and the space science program. The participants live in a university residence hall, and their counselors are MTU undergraduate women, who act as resource persons as well as role models.

More than 600 applications are received each year from young women who would like to attend a WIE workshop. From these, 300 are selected by a committee composed of representatives from MTU faculty, administration, and staff.

MTU's ongoing evaluation process indicates that the WIE program plays a significant role in influencing the participants' career choices, with approximately one half graduated, enrolled, or planning to enroll in an engineering curriculum. MTU concludes that by supporting this program, it is able to attract and educate a larger percentage of young women in engineering and science than most universities in this country. A benefit to the corporate sponsors is the availability of a larger pool of qualified women engineers for employment.

CONTACT:

Chris S. Anderson
Director, Educational Opportunity
Michigan Technological University
1400 Townsend Drive
Houghton, MI 49931
(906) 487-2219

KAPIOLANI COMMUNITY COLLEGE

The RESHAPE Program
Reference Number: 21111

Since RESHAPE started in 1985, this Department of Education/University of Hawaii Community College Cooperative Program has assisted more than 1,400 Hawaii high school students. RESHAPE is designed to improve the academic skills and increase program awareness of prospective college students before college enrollment. The need for such a program grew out of a review of community college records that indicated that a high percentage of students were entering college with insufficient goal direction and/or lack of academic skills.

to immediately embark on specific entry-level job training.

To remedy this situation, Kapiolani Community College (KCC) provides orientation and testing to groups of 10th-grade students who score within the middle stanines of the Stanford Achievement Test. (Students within this level have been found to be the most likely to enroll in community colleges.) Each five-hour session includes (1) presentations on the relationship of college-level instruction to high school courses; (2) discussions promoting a greater focus on math, English, and science requirements; (3) briefings on various vocational training operations; (4) preparations for students planning to attend a four-year college; (5) campus tours; and (6) tests in English, reading, and mathematical competencies.

Students and their high school counselors are presented with individual letters that provide information on students' current levels of achievement and recommendations for high school courses available at their respective schools reflecting students' intended career goals. Although high school curriculums vary, a computer-aided advising program permits individual guidance.

Kapiolani Community College envisions that this program of assessing the academic skills of prospective students two years in advance of college enrollment and providing instruction and counseling tools during the 11th and 12th grades will enhance their readiness for college. Currently, five high schools participate in KCC's RESHAPE program; in the future, other community colleges in the Hawaii system are expected to institute such programs with high schools within their respective areas.

CONTACT:

Dr. Marion G. Lamb
Coordinator for Assessment/Info Services
Kapiolani Community College
4303 Diamond Head Road
Honolulu, HI 96816
(808) 734-9563

OREGON GRADUATE CENTER

Saturday Academy
Reference Number: 21073

Saturday Academy is a program of classes for students in grades 6-12 who want to deepen their knowledge in an area of interest or broaden their options by exploring new fields. Courses are taught by professionals on site at businesses, colleges, and civic agencies. Courses are offered in the areas of the physical and biological sciences, engineering, and math; courses range from Biology of

Marine Mammals, taught at Portland State University, to Digital Logic Design, taught at the Hewlett-Packard Corporation. Saturday Academy offers classes four times a year for two or more hours per week, 6 to 10 weeks, afternoons, evenings, and on Saturdays.

More than 2,000 students have participated in Saturday Academy from 93 public and private schools throughout the Portland-Vancouver area. Schools have assisted by distributing Saturday Academy's newsletter, by encouraging bright students to participate, and in some cases by offering scholarship support.

The Oregon Graduate Center reports that Saturday Academy has become an important part of Portland's educational resources, and that it is a direct, effective way for business, industry, and higher education to help the community's promising students.

CONTACT:

Dr. James Huntzicker
Provost
Oregon Graduate Center
19600 N.W. Von Neumann Drive
Beaverton, OR 97006
(503) 690-1072

SO' TH CAROLINA STATE COLLEGE

Partners in Education (PIE)
Reference Number: 20593

As a part of its commitment to excellence in education at all levels, South Carolina State College (SCSC) adopted Bennett Middle School in 1986. Based on the concept of a national model but unique in the selection of a middle school instead of a high school, this partnership brings college professors into middle school classrooms and early teen-aged students into the college environment. This partnership also intends to foster a better understanding of the public school system and to establish a working relationship that would create a spirit of mutual concern for children who deserve challenging experiences, even in public school settings.

Working with a student population that has grown from 783 to more than 1,200 students in three years, Partners in Education (PIE) has been consistent in its mode of operation to achieve planned objectives. Based on needs and special interests, middle school teachers are paired with college professors. The teams confer in the early fall to plan a single activity or series of activities to achieve an objective by a specified date. In addition to student-oriented activities, workshops are conducted for the teachers at their school by professors from the School of Education. Since all services are performed on a voluntary basis, the student population is, by consent

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of the principal, available for research projects conducted by undergraduate and graduate students or professors. This type of reciprocity has fostered educational growth for both institutions.

The following are ongoing:

- (1) SCSC career-development staff and students provide one week of service per year to inform students, faculty, and parents about various careers. One day is set aside for invited professionals in varied careers representing the community, city, and county to visit the school and talk with students.
- (2) Students and professors serve as tutors in math, reading, and science. Professors who work with gifted-and-talented students have produced, for the past two years, the top prize-winning teams in the state science and math fairs. Undergraduates also work with students in the content areas, helping them improve basic skills. SCSC campus organizations support reading by awarding trophies to students who read the most books from each reading level.
- (3) Each Christmas, the college faculty add books to the Bennett Middle School library. These books, recommended by the librarian, are presented to the student government body and the librarian in a brief ceremony. Certificates and a trophy from the state department of education have been awarded to the college for this activity.
- (4) Special projects in science are planned to bring Bennett Middle School students to the I.P. Stanback Museum/Planetarium. The SCSC Department of Music conducts a choral clinic at the middle school and has featured the Bennett Middle School choir in its annual concert on campus. The Henderson-Davis Players reserve one day (two performances) for Bennett Middle School students to visit the theater and see the Children's Theater experimental production.
- (5) The Bennett Middle School athletic program receives volunteer assistance from the SCSC coaching staff in football, basketball, and track; the entire Bennett football team receives passes for one home SCSC game; special students are brought to the campus for swimming lessons. Also, undergraduates conduct weekly physical exercise and aerobics sessions.
- (6) Recently, two undergraduates, directed by the SCSC Nutrition Department, investigated the effectiveness of the Bennett Middle School lunch program. Deficiencies found in students' blood samples were reported to their parents.
- (7) Professors from the School of Education conduct at least one workshop per year for the middle school faculty.

Based on the scope, volunteer commitments, completion, and evaluation of partnership activities, this

project has been cited for excellence on the local and state levels and recognized on the national level for exemplary services to education.

CONTACT:

Johnnie Mitchell Sharpe
Associate Professor
South Carolina State College
P.O. Box 3112
Orangeburg, SC 29117
(803) 534-5227

BRYN MAWR COLLEGE

Windows Into Science Enrichment (WISE)
Reference Number: 20760

The Windows Into Science Enrichment (WISE) program is a partnership between Bryn Mawr College, on whose campus the program is conducted, and The William Penn Foundation of Philadelphia, Pennsylvania, which funds the program through a yearly grant. The program was started in 1985, when the foundation recognized that science enrichment programs should be made available to high school students who show aptitude for schoolwork but, for a variety of reasons, do not perform well in their courses. It is the hope of the foundation and Bryn Mawr that involvement in such a program will motivate students to pursue additional science courses in high school and ultimately consider science as a possible career.

Each summer since 1985, high school juniors from public and parochial schools in Philadelphia have participated in the WISE program. The program is conducted during a four-week period in July and includes topics in biochemistry, physiology, computer science, wellness, and environmental studies. Students conduct laboratory experiments to evaluate the effectiveness of various drugs, evaluate their data and test a scientific hypothesis using computers, participate in a variety of field trips to environmentally sensitive areas where they evaluate society's impact on the environment, and conduct weekly wrap-up sessions during which they present their findings to the entire group.

Staffing of the program is the responsibility of Bryn Mawr College. Staff members include high school teachers from the Philadelphia School District, faculty and staff of Bryn Mawr College, teachers from surrounding private schools, and students from nearby colleges, who serve as counselors. In addition to activities during the month of July, Bryn Mawr College also sponsors a reunion for each year's participants during the fall and organizes a science career day during the spring.

Over the past five years, 223 students have attended

the WISE program. An evaluation of the program's effectiveness is being conducted by The William Penn Foundation.

CONTACT:

Stephen L. Gardiner
Laboratory Coordinator
Department of Biology
Bryn Mawr College
Bryn Mawr, PA 19010
(215) 526-5094

EDINBORO UNIVERSITY
Enhancement of Reasoning Through
Microcomputer Research Modeling
Reference Number: 21116

The Enhancement of Reasoning Through Microcomputer Research Modeling program is designed to introduce a number of microcomputer activities into the content of a year-long psychology course for high school seniors. The specific goal of the project is to stimulate student interest in social studies research and enhance student reasoning abilities by using microcomputers.

Through microcomputers, students are introduced to four critical aspects of social science research: (1) literature searching is simplified by introducing students to databases that contain bibliographic information and summaries of results of experiments from several areas of psychological research; (2) hypothesis testing is simplified by having students obtain results from microcomputer simulations that generate hypothetical data consistent with research findings; (3) interpreting results is simplified by teaching students to use basic word-processing skills to produce concise descriptions of findings from their simulated experiments; (4) integrating results into existing literature is simplified by guiding students to distill critical aspects of the results to produce summaries that are then added to the model databases using file-management software.

Use of microcomputers to simplify each of these four aspects of social studies research allows students to develop an overview of the entire research enterprise and permits them to strengthen their reasoning strategies. During this project, students' attitudes toward computer use in the social studies, students' interest in research, and students' reasoning abilities are assessed.

CONTACT:

Dr. Jack Culbertson
Department Chair, Psychology and Counseling
Edinboro University
Edinboro, PA 16444
(814) 732-2774

FLORIDA STATE UNIVERSITY

Saturday-at-the-Sea (SATS)

Reference Number: 20740

Saturday-at-the-Sea (SATS) is an educational program in marine biology for middle school students of the Florida panhandle sponsored by Florida State University.

Each Saturday, 20 students from a school in the region spend the day at the Florida State University Marine Laboratory. There, using hands-on experience and study, the teaching staff introduces students to the rich variety of fascinating marine creatures of the Gulf of Mexico. The program has several aims. One is to initiate an understanding of the biological relationships these sea creatures have to one another and to the physical environment. Moreover, the staff endeavors to awaken an awareness of the interdependence of people in this region and the sea life in the area's estuaries and bays. The central aim is to stimulate and capture the interest in science of young minds at a critical time in the students' educational development.

The program includes a slide presentation; a collecting trip to sample marine invertebrates and fish by trawl net and beach seine; a guided natural history field trip in the salt marsh; and laboratory displays, experiments, and demonstrations, which illustrate some of the fascinating ways marine animals carry on the processes of life despite the rigors of the sea. The students have the opportunity to gather data and perform simple experiments. They see an amazing diversity of creatures, from sea anemones to sea horses, and learn such things as how different species feed, how some drastically change form as they grow, how vulnerable animals defend themselves from predators, and how very different kinds of animals fit into the sea's web of existence.

The SATS program is coordinated by Dr. Patricia Hayward, director of the FSU Office of Science Education, and supervised by Drs. William Herrnkind and Chris Koenig of the Department of Biological Science. The program is free.

CONTACT:

Dr. Patricia C. Hayward
Director, Office of Science Teaching Activities
Saturday-at-the-Sea Program
Department of Biological Science
227 Conradi Building
Florida State University
Tallahassee, FL 32306-3050
(904) 644-6747

Part One

UNIVERSITY OF PENNSYLVANIA
Pennsylvania Governor's School for Business
Reference Number: 20677

The Pennsylvania Governor's School for Business was established in 1987 and is the newest of the five Governor's Schools for Excellence sponsored by the state of Pennsylvania. It was established to teach talented high school students who have an interest in business about the practice and academic study of business.

Each summer, 64 students who are between their junior and senior years in high school come to live on the Penn campus for five weeks. These students need not attend high school in Pennsylvania; their parents, however, must pay taxes in the Commonwealth. The students are chosen by academic criteria similar to those used in choosing new freshmen to enter the Wharton School. As a result, the students who attend the program are extremely bright and high academic achievers. While at Penn, they attend specially designed classes, events, and activities and go on field trips designed to give them a better understanding of how business functions in American society.

The Department of Education funds the program entirely, and every student receives a full scholarship. The only expense the students must cover is their travel to and from the program. The university contributes the director's administrative time (about 20 percent of total work hours over the course of the year); the director is responsible for designing the curriculum, hiring all staff (both teachers and residential staff), and all program logistics.

Approximately 25 percent of the students who complete the program decide to matriculate at Penn, which demonstrates that an unusually high loyalty to the institution is established during the program. The institution therefore benefits, since it has a chance to establish a strong link with a group of the top college-bound students in the state. The students benefit not only from the rigor of the classes and activities they participate in but also from the opportunity to interact with and be challenged by other bright students with similar interests.

CONTACT:

Anita Kravitz
 Director, Undergraduate Division
 University of Pennsylvania
 1100 Steinberg Hall-Dietrich Hall
 Philadelphia, PA 19104
 (215) 898-8618

CHRISTOPHER NEWPORT COLLEGE
CNC/Public Schools Drama Program
Reference Number: 20101

In 1982, as the Christopher Newport College Theater was preparing Tennessee Williams's *The Glass Menagerie* for a four-night run, the director, Dr. Bruno Koch, was considering ways of bringing the play to the student body. An afternoon symposium was considered, since students at the commuter college tended not to return for evening programs. The presentation that was planned—a combination of commentary by an English professor and brief vignettes from the play—seemed potentially interesting to high school audiences. After preliminary phone conversations with English educators in the Newport News public schools, a format was devised for what has become an annual cooperative program between Christopher Newport College (CNC) and high schools—public and private—throughout the Hampton Roads area.

The program comprises three parts: first, the performance of the play (beginning as early in the morning as the schools' bus schedules permit); second, a box lunch (usually hurried); and finally, the symposium.

Since 1982, CNC has cooperated with local schools to select plays that suit their curricular needs—*Antigone*, *Death of a Salesman*, *Oedipus Rex*, *The Imaginary Invalid*, and so on. Each fall, between 1,200 and 2,000 students and teachers have participated over a four- or five-day period. The program has satisfied English teachers' desire for creditable live theater and has become a mainstay of the college's recruiting effort.

The staffing of this project is entirely voluntary. The theater director and an English professor coordinate the work, producing a study guide in the summer, arranging the reservations in the early fall, and overseeing the visits in early November. Many other staff contribute time: faculty to lead the symposia and staff members from admissions, the campus center, and the campus police to host and guide the visitors.

The schools provide transportation, study time in preparation for the performance, and all of the efforts related to a field trip on the days of the visits. The students pay a nominal fee—most recently \$5 per person—to cover admission and lunch. No profit is derived from the program.

While groups from more than two dozen high schools within a 35-mile radius have regularly attended productions, a special project—the annual essay competition—is confined to the four Newport News high schools. A CNC English professor suggests topics; high school teachers prepare the students and make the initial selections; judges (two from CNC and two from the public

schools) judge the 60 or so best essays; approximately \$200 in prizes is distributed; and a booklet of outstanding essays is edited at CNC and published by the schools for distribution to all participating students.

That many teachers regularly plan for the productions—and commit field trip time—attests to the success of the program. The theater is filled for nearly every performance, and sometimes not all requests for seats can be accommodated. While the program does not collect data in any systematic way, it regularly hears from satisfied students and teachers and is featured occasionally in the local papers. Some high school yearbook features have been devoted to the CNC productions.

CONTACT:

Dr. Jay Paul
Professor of English
Christopher Newport College
50 Shoe Lane
Newport News, VA 23606
(804) 594-7072

UNIVERSITY OF TENNESSEE, KNOXVILLE
Library Cooperative Program for Advanced Placement Students
Reference Number: 20098

The University of Tennessee (UTK) library and the Knox County Materials Center began a cooperative program of bibliographic instruction and circulation privileges for Advanced Placement students in 1984. That program has continued with slight modifications to date.

The basic goal of the cooperative program is to work with English and history teachers and high school librarians to provide wider access to critical material for their students. The aim is to teach students cooperatively how to develop a subject search, how to use a periodical index, how to find a journal article, then how to integrate those outside sources into their own thinking and writing.

The program provides for (1) a free UTK library card for any high school student enrolled in an Advanced Placement course; (2) a free library card for any high school teacher; and (3) a program of orientation and bibliographic instruction.

A key feature of the program concerns check-out privileges. It includes (1) the responsibility form, which can be obtained only from the high school librarian and must be signed by that librarian and the student's parent, and (2) an agreement that overdues are sent to and enforced by the high school library, with the County Materials Center covering replacement costs of lost books.

Public relations is another key aspect of the program. Each fall, an orientation for high school librarians and high school English teachers reviews the goals of the program and goes over appropriate search techniques. Assignments that make appropriate use of research materials are highlighted.

At the request of a high school librarian and English teacher, a six-hour bibliographic session is provided for Advanced Placement classes. Students are taught how to use the UTK library's unique reference sources, including the Modern Language Association, the Essay and General Literature Index, and the OLIS (on-line library system). They are also taught how to use periodical indexes and how to find periodical articles in the UTK libraries. Students typically will have been assigned work on a research paper. Their goal for the session will be to find 6 to 10 research articles that they can copy and take home as research material in support of their papers.

The University of Tennessee library continues to commit significant time and attention to this program out of a concern for resource sharing and a commitment to teaching talented students how to use the library before they enroll in UTK. Finally, the program serves as a recruitment mechanism. It stresses that excellence in information skills leads to improved retention in college, as well as improved performance.

CONTACT:

Angie LeClercq
Head, User Education
University of Tennessee Library
1115 Volunteer Boulevard
Knoxville, TN 37996-1000
(615) 974-4273

CHRISTOPHER NEWPORT COLLEGE
Summer Institute for the Arts
Reference Number: 21147

The Summer Institute for the Arts was conceived in 1986 as a collaborative effort of the Newport News Public Schools and Christopher Newport College, a state-supported four-year urban institution. The institute's purpose is to provide an in-depth academic program in the arts for selected high school students taught by college professors, high school instructors, and artists.

Students audition for the six-week summer program, which is offered on the college campus. Each year, approximately 100 high school students, ranging in age from 13 to 17, spend seven hours each day, Monday through Thursday, learning about, observing, and performing or creating music, visual arts, dance, or drama.

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Wednesday is declared "crossover day," when students spend an hour of class time in another arts area of their choice. Studies include music theory and history, applied music, art history and studio art, dance performance, movement and aesthetics, acting, technical production, and drama studies.

Early in the summer, the entire group travels to the Kennedy Center in Washington, D.C., to see a performance and attend workshops before and after the show. To culminate the institute, a festival of the arts is held at which performers in dance, drama, and music present examples of what they have learned. During intermission, a tour of art students' work is conducted.

By the end of 1989, 402 students had been enrolled in four institutes; of this number, 346 completed the program for high school credit. The program is evaluated at the end of each summer session, and changes are made to enhance it based on responses from students and faculty.

The project has numerous benefits. Students learn discipline and develop commitment to their art; they progress rapidly because of the total immersion pedagogy; and they are introduced to museums, theaters, and concert halls. Beyond this, the college has the opportunity to enhance the education of high school students and to build a useful bridge between the public schools and itself.

CONTACT:

Dr. Rita C. Hubbard
 Chairman, Department of Arts and
 Communication
 Christopher Newport College
 50 Shoe Lane
 Newport News, VA 23606
 (804) 594-7073

ART ACADEMY OF CINCINNATI

High School Workshop Program
 Reference Number: 21213

The High School Workshop Program was developed by a group of professors and teachers called the High School/Art Academy Advising Team. The group believed that one of the most effective ways the Art Academy could support outstanding high school art programs was by providing workshops for juniors, seniors, and their teachers in the academy studios and the adjacent galleries of the Cincinnati Art Museum.

The chief goals of the program are (1) to provide stimulating field trips and hands-on workshops that introduce art media usually not available in high schools; (2) to help smooth the transition between high school

classes and college-level programs; and (3) to begin to identify students who wish to pursue art as a career.

The program was successfully initiated in 1988. The workshops are designed to complement high school art programs and feature such topics as light-sensitive materials, water-based screen printing, graphic design, watercolor, small-scale sculpture, and making sense of contemporary art. They are offered free of charge to high school classes and are taught on a voluntary basis by full-time academy faculty. All expenses except for transportation are paid by the academy.

Recognizing that professional preparation for careers in the arts should begin in the high school years, many of the workshops provide the students with opportunities to produce pieces of art for their admission portfolios to art school. Experience on a college campus and exposure to its specialized equipment and facilities can give students realistic expectations of the demands of art school life. In turn, the experience can have a positive influence on a student's decision to become an artist. The program also provides an opportunity for teachers and professors to join in a mutually beneficial collegial relationship where they may discuss their respective programs and shared concerns.

The academy is a small school dedicated to the education of artists and designers. The workshop program helps demonstrate to potential students and their teachers the academy's status as a professional school and has helped attract well-qualified freshmen. In 1988, approximately 150 students took part in the program.

CONTACT:

Anthony Batchelor
 Chairman, Foundations Department
 Art Academy of Cincinnati
 Eden Park Drive
 Cincinnati, OH 45202
 (513) 721-5205

COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART

Saturday Art Program
 Reference Number: 20817

The Saturday Art Program, established in 1968, offers a free opportunity during the school year for New York City public high school students to discover and develop their talents through courses in architecture, drawing, graphic design, painting, and sculpture in a college atmosphere.

The program also encourages students to continue their education past the high school level. Open

enrollment allows students with no previous art experience to participate. In addition, Cooper Union provides free art materials; thus, student participation is not limited due to financial considerations.

The Portfolio Preparation Course, the program's advanced class, helps prepare high school seniors to qualify for admission to competitive art and architecture colleges. Talented seniors are selected for a class of 25 to 30 students—of which 85-90 percent are African American, Hispanic, or Asian; about 70 percent are from the Saturday Art Program. An open house allows for individual interviews and portfolio screening sessions. The most recent program had more than 100 applicants.

The program is directed by a professional artist-teacher, assisted by Cooper Union students, guest instructors, and critics. The all-day classes are multidisciplinary and fast-paced to promote a better transition from high school to college.

The curriculum has four parts:

- (1) The studio component includes developing technical skills and creating a portfolio. Studio work is structured around a basic core of drawing, working from both models and still lifes. Additional projects introduce students to various media and expand their range of technical proficiency. Projects involve graphic design, painting, printmaking, three-dimensional design, collage, and mixed media. Each student's portfolio of work is documented on slides, which students submit for college admission.
- (2) The theoretical component includes conceptual work as well as the development of analytical and expressive language. This is achieved through daily critiques, discussions, and visual and written home assignments.
- (3) The counseling component offers professional, academic group counseling with individual follow-up.
- (4) The career component surveys career options, offers minority artist role models, and exposes students to multicultural artistic traditions through lectures, studio visits, and field trips to galleries and museums.

CONTACT:

Marina Gutierrez

Director, Saturday Art Program

**Cooper Union for the Advancement of Science
and Art**

41 Cooper Square

New York, NY 10003

(212) 353-4108

BELLARMINE COLLEGE

Young Leaders Institute (YLI)

Reference Number: 20029

The Bellarmine College Young Leaders Institute (YLI) is a unique educational symposium in community and leadership issues for selected high school sophomores. The YLI was initiated in 1983 and is offered to all public, parochial, and independent high schools in the Louisville, Kentucky, metropolitan area; the institute is one of four high school student-oriented programs offered through the Bellarmine Institute for Leadership Development (BILD). YLI is offered to students from more than 40 area high schools at no cost.

The institute is designed to complement the high school curriculum. It offers students an educational symposium with emphasis on the practical aspects of their theoretical classroom instruction. YLI students meet monthly, on Tuesdays, over seven months, completing their year with a summer internship program that provides them the opportunity to investigate personal career interests. Monthly topic days include such studies as urban neighborhoods, local government, economic development, media, arts and leisure, human needs, and educational services.

The Young Leaders Institute pursues the following goals: (1) to identify an outstanding sophomore student in each high school who has demonstrated leadership qualities and genuine concern for the community (there is a formal agreement between the principal and Bellarmine College that the selected student is released from a full day of school to participate in Young Leaders); (2) to provide educational activities that will familiarize students with community needs, opportunities for improvement, and resources for improvement; and (3) to establish an effective dialogue among student participants and between students and community leaders.

The institute is under the supervision of the assistant vice president for academic affairs and directed by the BILD assistant coordinator of programs. The director also regularly consults with the BILD executive director and has primary responsibility for the development of topic-day programs and institute evaluation. Assisting YLI is a community board of advisers, which lends professional expertise to program planning, assists with topic-day execution, and selects each year's class of YLI students.

Immediately following each topic day, students write a critique of it, noting program strengths and weaknesses. Information from this evaluation is used by the director and advisory board to plan programs for the following year. A two-phase evaluation of the program's former YLI students is about to be imple-

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mented. Phase I tracks 11th- and 12th-grade YLI student performance and the institute's influence on their success. Phase II requests similar information from YLI students in their early postsecondary experiences.

YLI student performance subsequent to the sophomore year includes an array of major student contributions to the academic and social climate in their schools. In addition, more than 99 percent of YLI students go on to colleges and universities; 42 percent become Kentucky Governor's Scholars during their senior year; and more than 50 percent engage in volunteerism as a result of institute participation. Institute alumni have received the National Association of Community Leadership Organizations's Distinguished Alumni Award.

CONTACT:

Dr. Douglas P. Starr
Assistant Vice President for Academic Affairs
Bellarmine College
Newburg Road
Louisville, KY 40205
(502) 452-8467

CLARKSON UNIVERSITY Leadership Challenge Reference Number: 20621

The Leadership Challenge is a team-oriented competition for high school seniors offered by the School of Management at Clarkson University. Convinced that a hands-on approach would be the most effective means of informing high school students about careers in business, the program became a reality through the efforts of an innovative and highly motivated group of School of Management faculty and staff. The basic design includes a series of competitive events, both off and on campus, that exposes students to the decision-making and problem-solving skills managers need in today's business world. In keeping with Clarkson's commitment to quality and innovation in education, the competition challenges New York State's talented and academically oriented high school seniors. The rewards are formidable, as teams compete each year for \$30,000 in scholarship awards to Clarkson University.

While the competition is open to any New York State high school, invitations to participate are sent to more than 300 high schools statewide. The list is carefully compiled to include a cross section of high schools representing every county. Forty to 50 high schools accept the invitation, resulting in the involvement of 250 to 350 high school seniors in Phase I of the competition. From this group, 12 high schools are selected as finalists,

and each is invited to bring a team of five students to Clarkson to compete in a series of skill-building events.

The Leadership Challenge is structured in two phases:

- (1) *Phase I.* The Entrepreneurship Competition takes place in the home district. Participating teams are sent a task assignment that requires students to research a specific aspect of their home community and, from the information obtained, develop a profit-making business plan that assists that community. The 1989 assignment required students to address the problem of recycling old, unused automobiles. Students are encouraged to seek out community business leaders such as bankers and contractors to assist them with their research. The completed business plan is judged by a panel of Clarkson faculty and industry experts. The 12 high schools that submit the best business plans each receive a \$1,000 scholarship and an invitation to campus to compete for further scholarship dollars in Phase II of the competition.
- (2) *Phase II.* In mid-November, the 12 finalist teams arrive on campus for three days to compete in a series of competitive events that might include a formal presentation of a marketing/advertising campaign or a presentation of the entrepreneurship business plan, a group leadership event, an organizational behavior event, or, perhaps, a cost-accounting event. The events may change from year to year, and the actual task assignments are always different each year. A special program is also provided for the team advisers who accompany the students to campus, and special non-competition activities are planned for both students and advisers.

Scholarships won by each team are awarded to the high school and may be used in any academic area of the university. While team members who have been accepted at Clarkson University have first priority on the scholarships, any senior from the high school who has been accepted at Clarkson may be a recipient. The recipients are selected by the high schools. In the past, scholarship awards to individual schools have ranged from \$1,000 to \$5,400.

In addition to the financial assistance provided to students, verbal and written feedback received from student participants, advisers, and school administrators indicates that the Leadership Challenge greatly increases the depth of the students' general educational experience. Students tend to develop logical, knowledgeable business perspectives based on legitimate hands-on involvement. Looking inward, the Leadership Challenge has become a vehicle through which Clarkson is able to keep abreast of educational trends at the high school level. In addition, having 60 high school students on campus each year has spotlighted the School of

Management programs successfully and reflected favorable attention on the university in general.

CONTACT:

Kathleen A. Howe
Assistant to the Dean
School of Management
Clarkson University
Potsdam, NY 13676
(315) 268-2300

MARY BALDWIN COLLEGE

The Program for the Exceptionally Gifted (PEG)
Reference Number: 21240

Mary Baldwin College established the Program for the Exceptionally Gifted (PEG) in 1981 to meet the academic and social needs of a very special group—highly gifted young women. PEG is the only program in the United States that offers gifted young women the opportunity to advance through high school and college at an accelerated pace while living with their peers.

PEG provides an accelerated and enriched academic program in which students proceed at their own pace through high school and college courses. In their first year, PEG students take a combination of high school honors courses, specially designed PEG courses, and Mary Baldwin College courses. By their second year, PEG students are enrolled as full-time college students at Mary Baldwin. PEG students can receive their bachelor of arts in four years. Staff members at PEG encourage students to explore the breadth of their academic interests and to develop their particular talents through a variety of extracurricular offerings.

PEG recognizes that young students living away from home require special support and guidance. Residential life is therefore a key component of the program. PEG students must follow carefully designed, nonnegotiable rules, but are given the opportunity to develop and enforce their own guidelines for living. Full-time residential directors provide supervision and counseling, plan social activities, and work with students to improve organization and study skills. Faculty and staff have their offices in the PEG residence hall, so they are right at hand for conversation and advice.

The PEG program structure is a model design based on findings from the latest research in gifted education and on practical experience. Each day at PEG brings a new learning situation, and the program continually refines goals and guidelines based on observations, evaluations, and student and parent feedback. Professionals from the Curry School of Education at the University of Virginia formally evaluate the program each

year.

Because PEG is unique, it is also an ideal laboratory for research on the education of gifted young women. PEG has convened a panel of national experts in gifted education in order to design a long-term research study on the progress of students who have participated in the program. All students are encouraged, although not required, to participate in this significant research study.

CONTACT:

Allison J. Young
Assistant Director for Program Advancement
Program for the Exceptionally Gifted
Mary Baldwin College
Staunton, VA 24401
(703) 887-7039

UNIVERSITY OF SOUTHERN CALIFORNIA

Summer Honors Program
Reference Number: 21074

The University of Southern California (USC) Summer Honors Program is offered as an enrichment program to high school students who have demonstrated academic excellence. Each summer, 100 students nominated by their high schools come together at USC for a special three-week semester. The program allows students to earn two units of college credit in fine arts, humanities, social sciences, and natural sciences. Courses are taught by USC faculty.

Students nominated for the program must meet several criteria. Specifically, nominations must be supported by high school grades, PSAT scores, a teacher's recommendation, and a parent's signature indicating support of and commitment to the program. Initially, counselors in each school nominate the most promising juniors in four or five areas of study. Schools can nominate up to 10 candidates. Up to 25 students are accepted for each course offered.

Because the Summer Honors Program is tuition-free, USC limits the number of participating schools. Schools in the Los Angeles area are selected on the basis of enrollment, location, past experience, and enthusiasm for the Summer Honors Program expressed by counselors and administrators in the schools considered.

USC reports that students benefit from the opportunity to meet, work with, and socialize with other gifted students, as well as the opportunity to work with talented USC scholars and teachers. The USC faculty enjoys working with these highly motivated youngsters. Furthermore, valuable relationships between the university and high school personnel are established.

Part One

CONTACT:
Richard Fliegel
Director, Summer Honors Program
University of Southern California
JEF 200 MC-1295
Los Angeles, CA 90089-1295
(213) 743-8684

SOUTHEASTERN MASSACHUSETTS UNIVERSITY

Projects for High Learning Potential (PHLP)
Reference Number: 21065

Projects for High Learning Potential, formerly called Project Excel, is an enrichment program for gifted and talented high school students. The curriculum is designed to introduce high-potential students in the 10th and 11th grades to critical thinking, artistic endeavor, and social consciousness. The primary purpose is to provide an intellectual, cultural, and social transition into college. The schedule for the program includes sessions one afternoon a week, after school, which makes the program a supplement to, not a replacement for, the ongoing school curriculum.

In September, the program opens with simultaneous orientation sessions for parents and participating students. During the 27-session program year, participating students are exposed to creative thinkers and people active in various fields through discussions, debates, and presentations. Guest speakers are drawn from the traditional academic disciplines, the arts, political action organizations, and community service agencies. After the general sessions, small-group discussions are led by group leaders. These discussions permit an informal extended exploration of the various topics.

In addition to the general sessions, five-week small-group mini-courses provide an alternative format to explore special topics. The mini-course topics are based on a survey of student interest, on relationships to the overall curriculum, and on the university's ability to recruit appropriate instructors. Past mini-course topics have included drawing, dance, marine biology, classroom behavior, and sign language. Southeastern Massachusetts University faculty and area high school teachers design the overall curriculum, make presentations, and conduct workshops. The university's library, laboratories, computers, and classrooms are all drawn on for program support.

The home high school is responsible for recruiting, screening, and selecting students. Students are selected for the program on the basis of personal achievement, academic and intellectual excellence, school leadership,

creative and artistic accomplishment, or community service. The small-group discussion leaders are recruited each year from participating high school faculties. High school seniors who have participated in prior years may also be group leaders.

Other programs sponsored by Projects for High Learning Potential include a youth orchestra. The program also offers workshops in education, math, science, social science, and humanities for area elementary and secondary school teachers.

CONTACT:
Robert L. Piper
Professor of Political Science and Director,
Projects for High Learning Potential
Southeastern Massachusetts University
North Dartmouth, MA 02747
(508) 999-8036

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Gifted Math Program (GMP)
Reference Number: 21125

The Gifted Math Program (GMP) at the State University of New York at Buffalo was founded in 1979 by its current directors, Drs. Gerald R. Rising and Betty J. Krist. The program currently enrolls approximately 250 students of outstanding mathematics ability from grades 7-12 of the public, parochial, and private schools of Erie and Niagara Counties of western New York State.

Students commute to the university twice weekly to study an enriched and accelerated program of school mathematics in grades 7-10, and university-level courses in calculus and discrete mathematics in grades 11 and 12. They accumulate a total of 22 semester hours of university credit for successful participation. Regents credit is also granted for GMP studies through an arrangement with the state education department.

GMP is a cooperative program involving the families of students and their home schools, as well as the university. The university courses replace mathematics courses in the home schools, with the program staff providing the schools with student grades for their coursework. The schools also nominate a liaison staff member for each student to assist in communication between the school and the university staffs.

Students enter the program when they are in the sixth grade. The process involves an initial school or family nomination; completion of a questionnaire that includes two essays; successful completion of a three-hour battery of four tests including the mathematics section of the PSAT, the Watson Glaser Critical Thinking Appraisal, and two mathematics tests; and a family

interview with GMP staff. Fees for the program are \$35 for initial testing and \$125 per semester thereafter. All fees are waived upon parental request.

The texts for the first three years of the curriculum are Books 0 and 1-3 of the *Elements of Mathematics* series developed by the Comprehensive School Mathematics Project. The text for the fourth year is a manuscript by Stover, Rising, and Schoaff, *School Mathematics From an Advanced Standpoint: Pre-Calculus With a Computer*. In the fifth year, students study from a manuscript by Ralston and Maurer titled *Discrete Mathematics*. In their sixth year, students study from Stein's *Calculus*.

The twice-weekly, two-hour sessions at the university are broken into two, 55-minute classes, with a 10-minute break. Students meet with different teachers in the two classes. Class sizes run from about 30 students in the 7th grade to 20 in the 12th grade.

Because some students commence their studies in the program a year early, a seventh-year course has been added in which students study for mathematics competitions and review and intensify their calculus skills. A lead-in program for students in Buffalo and Niagara Falls elementary schools has also been developed in order to increase the participation of urban, minority, and female students.

GMP was evaluated very positively in 1986 by a university-community committee. It has also been recognized as one of 10 outstanding mathematics-science programs in the country by the National Council of Teachers of Mathematics, National Science Teachers Association, and American Association of School Administrators.

CONTACT:

Dr. Gerald R. Rising and Dr. Betty Krist
SUNY at Buffalo
560 Baldy Hall
Buffalo, NY 14260
(716) 636-3175

MIAMI-DADE COMMUNITY COLLEGE, NORTH CAMPUS

Middle School Gifted Program and School for Advanced Studies
Reference Number: 20782

The partnership between Miami-Dade Community College and Dade County Public Schools is most dramatic at the North Campus for middle school students in the Gifted Program and for high school students in the School for Advanced Studies. In both programs, Dade County Public Schools provides the teachers and supplies, and Miami-Dade provides the space and

resources.

The Middle School Gifted Program commenced in 1980 and has grown from one classroom of 28 students to its current enrollment of 457 students from 25 of the area's middle schools. Students are pulled out of their home schools one day each week for an intensive three-class curriculum, which emphasizes creative and critical-thinking skills. With a staff of six full-time teachers, a secretary, and an administrator, it is the only sustained program of its kind in the country. Included in the curriculum are short courses in logic, research, law, pre-med, journalism, SAT preparation, debate, ethics, consumer economics, and animation—often with guest speakers from the college faculty or community at large. Students are issued library cards and have free access to the theater, computer labs, and science labs. In recent years, the college has had visits from politicians such as Jesse Jackson, Mike Dukakis, Barbara Bush, and Phyllis Schlafly. No single middle school, however innovative, could duplicate such a vast exposure to academia.

A summer program duplicates the year's curricular setup but with a major difference—students report every day, and Fridays are reserved for field trips to area museums, the zoo, and various historic sites and tourist attractions.

The School for Advanced Studies goes beyond enrollment of high school students in one or two college courses. Except for the senior prom and graduation exercises, all ties to the home school are severed. The program's sixty-one 11th- and 12th-grade students, drawn from 11 high schools, are on campus full time. High-ability students who, for one reason or another, are not succeeding in high school are targets for the program. Each student takes four high school classes—English, social studies, math, and science—and three college electives.

Depending on how long students remain in the program, they may earn as many as 42 to 45 college credits by high school graduation—the equivalent of 1.5 years of college—tuition-free.

Problems of student isolation and estrangement originally concerned the faculty, so they scheduled mentoring and tutoring sessions with groups and individuals. Intensive counseling also served to bridge the gap between students and "the system."

Miami-Dade hopes the program will increase to a maximum of 80 to 100 students, and it might be replicated at the college's other campuses.

The acceptance of so many public school students by the college community has made for a more vital, thriving campus. The college benefits by having a diverse student body, and the students benefit by furthering their education in an academically charged atmosphere.

Part One

CONTACT:

Nora Dawkins
 Assistant Dean, Academic Affairs
 Miami-Dade Community College, North Campus
 11380 NW 27 Avenue
 Miami, FL 33167
 (305) 347-1130

FLORIDA STATE UNIVERSITY

Young Scholars Program
 Reference Number: 20737

The Florida State University Young Scholars Program is an academically intense, six-week residential program for gifted high school students in grades 10 and 11 held each summer on the university's campus in Tallahassee. The program is funded by grants from the National Science Foundation Young Scholars Program and the Florida Department of Education and is operated through the Office of Science Teaching Activities in the College of Arts and Sciences at Florida State.

In the 1989 curriculum, all participants were enrolled in discrete mathematics and computer science courses, each course meeting six hours per week. According to their background, students were placed into one of three levels in the computer science course: "C" language, advanced Pascal, and beginning Pascal.

Each student was also enrolled in a lecture/laboratory course meeting for up to nine hours per week. The three electives were physics, biochemistry, and science ethics/science communications.

In the third component of the curriculum, each student spent two days per week in an individual research project on the Florida State campus. Twenty-five of the students were selected for advanced computational projects, while 29 students were involved in laboratory research.

The 54 students were selected from a very competitive pool of more than 150 applicants using traditional college selection criteria, both academic and personal. The average academic GPA (weighted) was 4.3, the average PSAT scores were 85 percent (verbal) and 95 percent (math). Fifteen students were first in their class, and 39 were in the top 10th.

CONTACT:

Dr. Patricia C. Hayward
 Director, Office of Science Teaching Activities
 Department of Biological Science
 Florida State University
 227 Conradi Building
 Tallahassee, FL 32306-3050
 (904) 644-6747

UNIVERSITY OF HARTFORD

Connecticut Young Scholars Program
 Reference Number: 20138

The Connecticut Young Scholars Program was instituted in 1989 to encourage students to pursue engineering as a career choice by (1) exposing gifted students to high-caliber scientific and engineering project experiences through local experts; (2) targeting women and minority students who may show academic talent but have not had a chance to discover all the options available to them through engineering; and (3) pursuing high-quality potential students for admission to the university.

The Young Scholars program will run for a minimum of two years and serve between 30 and 60 students during that time. As of summer 1989, 5,000 applications for admission to the program had been requested; of those, 100 applicants have completed the application process, and 24 students have been chosen to participate. Each year, participants will attend a six-week summer session followed by activities during the school year, including a speaker series, career fairs, and the opportunity to participate in an electronic network.

The schools that sponsor Young Scholars do not have to make any financial commitment to the program, as it is fully funded by the National Science Foundation and the University of Hartford. However, participation in events during the school year requires the attention of a teacher who is willing to assist the student in organizing peer conferences and fairs, and in using school facilities to participate in the network. The Young Scholars program staff is composed of scientists and engineers who are regular employees of the university and local engineering companies.

The Young Scholars' activities during the summer portion of the program center around project work supervised by role models drawn from the faculty and professional engineers in local industry. Students attend lectures that ground them in basic physical principles and participate in field trips demonstrating engineering in action. Once they return home, the university supplies them with modems for school or home computers so that they can network with one another and with the university faculty and staff. In this way, students can request assistance on projects once they have left the university environment. Where possible, project staff members visit students in their home schools and assist them in the organization of follow-up events.

The benefits to the students are evident. In addition to their gain in knowledge and skills, they build team skills, project-management skills, and in general learn what college life is like for the freshman engineer. The benefits to the institution are far-reaching. The national

exposure that the university receives increases the awareness in the educational and engineering communities of the institution's stature. The high demand for applications opens a new pool of possible applicants to the institution and if participants have good experiences, they will be more apt to seriously consider the institution when choosing a college.

CONTACT:

Anne L. Pierce
Director of Special Projects
College of Engineering
University of Hartford
200 Bloomfield Avenue
West Hartford, CT 06117
(203) 243-4849

LOYOLA UNIVERSITY OF CHICAGO
NSF/Loyola University Young Scholars Project
Reference Number: 20643

Funded by the National Science Foundation (NSF), the Loyola University Young Scholars Project provides about 36 high school students of limited opportunity a comprehensive introduction to computer science hardware and software. Students experiment in two distinct forums. First, they assemble IBM-compatible microcomputers, then perform digital circuitry experiments on the computers and other electronics equipment. Second, they experiment on mathematical subjects through programs they write in the project's software science introduction. All lab and instructional activities are staffed by Loyola faculty. During the summer, participants visit various software development firms as well as research and development facilities at Motorola and AT&T Bell Labs.

Students are paid a \$250 stipend to help compensate for lost summer income. At the end of the summer phase, they take their computers home to keep and use throughout an intensive and sustained eight-month academic year follow-up that culminates in the Advanced Placement examinations in computer science.

The project began in 1988. Students are recruited by the Gifted Program Office of the Chicago Public School System. Because of the initial high demand for participation, the Gifted Program Office joined Loyola in funding a second section of the project. The project has been widely recognized by Chicago's news media and municipal government. Students have significantly outpaced their classmates on AP examinations. In 1990, the project adopted an artificial intelligence component and accompanying group programming project, the career exploration and philosophy/ethics components

were deepened, and the project became formally affiliated with an NSF-funded prototype, the Comprehensive Regional Center for Minorities. NSF pays approximately 72 percent of the program's costs, with the balance shared by the Chicago Public Schools, Loyola University, and the various participating corporations.

CONTACT:

Dr. Eric Hamilton
Assistant Professor, Mathematical Science
Loyola University
6525 N. Sheridan
Chicago, IL 60626
(312) 508-3582

GALLAUDET UNIVERSITY

Young Scholars Program (YSP) and Summer
Science Program (SSP)
Reference Number: 20685

The Gallaudet University Young Scholars Program (YSP) is a four-week summer residential program for talented and gifted hearing-impaired teenagers, aged 14-17. Started in 1985, YSP is sponsored by the university's Honors Program in collaboration with the university's Precollege Programs. The goal of YSP is to provide talented and gifted hearing-impaired teenagers from across the nation an educational challenge in an atmosphere of intellectual stimulation and friendship. Topics vary from year to year and have ranged from general physics (mechanics and calculus) and marine biology to creative writing and understanding the stock market. The number of participants per topic ranges from 7 to 15.

The university charges each student \$1,500, although the actual cost is more than \$3,000 per student. A limited number of partial scholarships are available.

The Summer Science Program (SSP) is a four-week summer residential program for hearing-impaired teenagers, aged 14-17, who have demonstrated ability in or potential for excellence in science. Started in 1989, SSP is sponsored by the university's Honors Program with a major grant from the National Science Foundation. The goal of SSP is to expose hearing-impaired teenagers from across the nation to science as a possible career. Participants work with both deaf and hearing professors. Students conduct experiments in biology, chemistry, and physics; meet deaf scientists; learn about careers in science; and go on educational field trips. No more than 15 students are accepted each summer.

Because of a major grant from the National Science Foundation and additional support from the university, students pay only \$150 to participate.

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Both YSP and SSP are held at Gallaudet University, located in Washington, D.C. Gallaudet, the only liberal arts university designed primarily for hearing-impaired students, has provided an undergraduate program for deaf students since 1864.

CONTACT:

Dr. Richard W. Meisegeier
Director, Honors Program
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5550

PURDUE UNIVERSITY

Lilly Consortium for Gifted Education
Reference Number: 20613

The Lilly Consortium for Gifted Education, founded in 1985, is a cooperative effort between Purdue University and 12 Indiana public school districts. It was designed to provide an opportunity for schools to work together and with the university in developmental efforts to improve programs for gifted students.

For the initial two-year period, the consortium was funded by a Lilly Endowment Linkage Grant and by Purdue. As the third year approached and the grant expired, the schools involved agreed to pay membership fees. Funding is now provided by a combination of those fees and a Purdue contribution.

The 12 school districts represent both rural and urban populations in north central Indiana. A steering panel consisting of two or three representatives of each district meets monthly at a central location. This group, along with quality circles formed as needed, helps determine the direction of the group's efforts each year.

A major thrust of consortium activity has been inservice training in gifted education for teachers, administrators, guidance counselors, media specialists, and parents. Curriculum writing in language arts has also begun, with teachers from various districts meeting with a consultant.

In addition, each member school has developed within its gifted program a unique service component to serve as a model for others within the group. An informal network of support has also developed within the consortium; members often contact each other between formal meetings for advice or help. The university staff member who serves as coordinator encourages such contacts and keeps in close contact with all steering panel members. The coordinator also provides expertise in various aspects of gifted education and informs members of relevant research findings, in

addition to arranging meetings, keeping records, and responding to needs as they emerge.

Annual evaluations have shown that members find the consortium an effective agent in supporting and directing their own efforts to develop quality programs for gifted students. Responding to requests from other northern Indiana schools, Purdue recently formed a second such consortium.

CONTACT:

Dr. John F. Feldhusen
Consortia Coordinator
Gifted Education Resource Institute
Purdue University
South Campus Courts-Building G
West Lafayette, IN 47907
(317) 494-7247

COOPER UNION FOR THE ADVANCEMENT OF SCIENCE AND ART

Summer Research Internship Program
Reference Number: 20815

Cooper Union's Albert Nerken School of Engineering created its tuition-free Summer Research Internship Program in 1985 for talented and motivated high school sophomores and juniors from the New York metropolitan area. The program helps prepare students for admission to competitive engineering schools, including Cooper Union.

The intensive six-week program runs five hours a day, four days a week in July and August. The program gives incentives to students who may not have any role models in science and engineering. The college makes a special effort to recruit students from inner-city public high schools. Until this year, the enrollment has been at least 50 percent African American and Hispanic students. The goal is to enroll only women and minority students.

Students conduct their own investigations under the tutelage of Cooper Union faculty and students. Participants do research in chemical, civil, electrical, and mechanical engineering and math, physics, or chemistry. They also learn library skills and computer programming, as well as how to define, research, and present a major project. The college's Center for Writing and Speaking helps students prepare their presentations. Students have the opportunity to work with a number of analytical instruments and computerized equipment. In addition to working independently, students attend lectures and take field trips to major science centers.

Admission requires strong academic records, the recommendation of the students' high schools, and

interviews with Cooper Union faculty. The goal of the program is to expose students to engineering education and to the profession. Faculty members and Cooper Union students work on teams with the students.

Participants are students who already have expressed interest in science and engineering, and the program tries to nurture their interest by showing them what it's like to work in a professional and stimulating laboratory setting. Cooper Union students who teach in the program also act as big brothers and big sisters to the students, providing moral and academic support and helping them feel comfortable in a college environment.

Many students enter their projects in the annual Westinghouse Competition. In the past, a daily stipend to help students pay lunch and transportation costs has been funded by a grant from the Hebrew Technical Institute; the institute also has covered faculty salaries. In 1989, Cooper Union began paying student salaries.

Many students continue their involvement with Cooper Union in the year after the program, getting help from faculty and using Cooper Union's library and labs to work on projects for science fairs and competitions.

The program won a medal in 1989 from the Council for Advancement and Support of Education in its Programs of Recognition national competition.

CONTACT:

Arsete Lucchesi

Associate Dean, Albert Nerken School of
Engineering

The Cooper Union for the Advancement of
Science and Art
41 Cooper Square
New York, NY 10003
(212) 353-4289

SECTION FOUR:

Middle Colleges and Early Colleges

SIMON'S ROCK OF BARD COLLEGE

Early College Partnership

Reference Number: 20121

Simon's Rock of Bard College is the nation's only four-year college of liberal arts and sciences expressly designed for students of high school age. Most students enter Simon's Rock after the 10th or 11th grade; a few enter after high school graduation.

Simon's Rock challenges the traditional assumption that students must be 18 before they can be asked to seriously develop their intelligence, imagination, and self-discipline. Students at Simon's Rock pursue an academic program that enables them to fulfill their potential at an age when their interest, energy, and curiosity are at a peak. The college provides an academic and social structure for a distinctive peer group. Sixteen- and 17-year-old freshmen are the norm at Simon's Rock, not the exception.

The college was founded in 1964 by Elizabeth Blodgett Hall, former headmistress of Concord Academy. Since its inception, Simon's Rock has based its program on a set of assumptions that 20 years of experience have proved valid: (1) highly motivated students of high school age are fully capable of engaging in college work; (2) they are best able to develop in a small-college

environment; (3) serving these students well requires a faculty committed to distinction in teaching and scholarship, as well as active participation in the students' social and moral development; (4) a coherent general education in the liberal arts and sciences should be the foundation for such students; and (5) an early college founded on these assumptions should serve as a model for reform in American education.

In 1979, Simon's Rock became a part of Bard College, located 50 miles away at Annandale-on-Hudson, New York.

The academic program at Simon's Rock combines a substantial and coherent required core curriculum in the liberal arts and sciences with electives and extensive opportunities for students to pursue their own interests through advanced courses and independent study.

Because Simon's Rock students begin college earlier than their peers, the college is particularly conscious of its responsibility to ensure that all students develop the skills and knowledge expected of an educated person. Consequently, during their first two years at Simon's Rock, all students are required to complete the core curriculum, which comprises approximately half of their total academic load.

The curriculum of the first two years at Simon's Rock leads to the associate degree in liberal arts. Students who successfully complete the associate's degree require-

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ments may continue at Simon's Rock or transfer to Bard College, another college, or a university to complete their baccalaureate degree. About one third of each class remains to complete a bachelor of arts degree at Simon's Rock; two thirds choose to transfer. The transfer record of Simon's Rock associate's degree graduates is excellent.

The college has 31 full-time faculty, 92 percent of whom hold either an earned doctorate or an equivalent terminal degree in their field. Simon's Rock supplements this full-time faculty with visiting scholars, regular adjunct faculty members in music and studio arts, and part-time faculty members in other areas as needed. Faculty members are distinguished not only by their excellence in teaching and advising but by their sensitivity to the particular developmental needs of the college's younger students.

CONTACT:

Brian R. Hopewell
Director of Admissions
Simon's Rock of Bard College
Great Barrington, MA 01230
(413) 528-0771

SEATTLE UNIVERSITY

Matteo Ricci College
Reference Number: 21102

Matteo Ricci College at Seattle University (SU) is the three-year university phase of a program that coordinates and integrates high school- and university-level studies, thereby enabling students to complete their secondary and undergraduate education in six or seven years rather than the traditional eight.

Joint development of the six-year program with Seattle Preparatory School over a two-year period led, in 1975, to Prep's initial offering of the three-year high school phase of the program Matteo Ricci College at Seattle Prep (SP). In 1977, Seattle University accepted the pilot class of the three-year college phase, Matteo Ricci College (MRC) at Seattle University, and celebrated the initial cadre of MRC graduates in 1980.

After three years of study on the SP campus, students able to undertake university-level work are recommended to enter other colleges or universities under junior admit status or to advance to the SU campus for continuation in the program. Alternatively, after four years of study on the SP campus, students can earn a high school diploma then reenter by matriculating into MRC/SU.

Although MRC/SP remains the normal point of entry to MRC/SU, recent cooperation between MRC/SU and certain local Catholic high schools has led to academic

partnerships that open MRC/SU to graduates of these schools who satisfactorily complete a special curriculum in their senior year that bridges content and pedagogy to the MRC/SU program. In each school, the bridge curriculum is designed jointly by high school and MRC/SU faculty and taught by high school faculty on the high school campus. On an optional basis, bridge curricula generate 10 quarter credits from SU that are transferable across the nation.

At Seattle University, students from all participating schools complete the three-year MRC/SU program and earn the bachelor of arts in humanities. About half of the students spend an additional year on the SU campus to complete a second baccalaureate in one of a host of traditional fields.

Matteo Ricci College at Seattle University borrows its faculty from several of the other schools and colleges of the university. In these academic divisions, students complete much of their coursework in disciplinary and preprofessional areas.

Matteo Ricci College was created partly as a response to a Carnegie Commission on Higher Education report that stressed the need for closer cooperation between secondary and higher education. In addition to the elements of time shortening and coordination of levels of education, the MRC innovation features student-centered teaching, curricular coherence, collaborative approaches to teaching and learning, and a spirit of community among learners and teachers.

The six-year program has won awards from the Carnegie Foundation, FIPSE, the Department of Education, the Atlantic Richfield Foundation, and, under the auspices of the Washington Center, the Matsushita Foundation. The Academy for Educational Development recognized MRC in 1979 as "one of the 12 most successful educational innovations" in America.

Contact:

Dr. Bernard M. Steckler
Dean, Matteo Ricci College
Seattle University
Seattle, WA 98122
(206) 296-5405

LAGUARDIA COMMUNITY COLLEGE (CUNY)

The International High School
Reference Number: 21185

The International High School opened on the campus of LaGuardia Community College in September 1985. This collaborative project, jointly sponsored by the Board of Education of the City of New York, and the City University of New York (CUNY), offers students with

limited English proficiency a high school/college curriculum that combines substantive study of all subject matter with intensive study and reinforcement of English. The goal of the instructional program is to enable each student to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college, and beyond.

The International High School has replicated successful strategies and practices developed at LaGuardia's Middle College High School, a public alternative high school founded in 1974. All graduates of The International High School are guaranteed admission to LaGuardia Community College. While enrolled in the high school, students may take courses in a variety of areas for both high school and advanced placement college credit. Courses specifically designed for high school students and taught by college professors are available. The International High School students are members of the college community, enjoying full use of the facilities, including the library, gymnasium, cafeteria, and recreational programs.

A career/occupational education program serves as a focal point of The International High School. All students participate in an out-of-school internship program for one third of each school year. This graduation requirement allows students of limited English proficiency to investigate careers in business technology, human services, and liberal arts and sciences while providing them with opportunities to reinforce their English-language skills and further develop their native language proficiencies within the context of the work place.

For the 1988-89 school year, there were 400 immigrant students in grades 9-12 enrolled at The International High School. They came from 43 countries speaking 32 languages other than English and ranged in age from 14 to 21. These young men and women represent a broad spectrum of English-language proficiencies, native-language abilities, literacy skills, and prior academic preparation.

Evaluation results for the first three years have been encouraging. Nearly half of the students who started at The International School in September 1985 were no longer considered limited-English-proficient by the end of their first year as measured by the English version of the Language Assessment Battery, with 87 percent showing gains in their English language development. The passing percentage for all classes taken during this three-year period was 86 percent. There were no dropouts during the 1985-86 school year; three students, or 1.6 percent, dropped out during the 1986-87 school year; and only seven students, or 2.3 percent, in 1987-88. Average daily attendance for each year has been more than 90 percent, the highest attendance rate of all high

schools in New York City.

The International High School was awarded a gold medal by the Council for Advancement and Support of Education in a national search for institutions "demonstrating the greatest effectiveness with a new or improved partnership between a high school and a college." The National Council of Teachers of English (NCTE) conferred Center of Excellence status on the school in NCTE's nationwide effort to identify exemplary English language arts programs. As a result of these achievements, Public/Private Ventures, a Philadelphia-based research firm contracted by CUNY to evaluate the school, has recommended that the International approach be replicated in secondary schools throughout New York City.

CONTACT:

Dr. Janet E. Lieberman
Special Assistant to the President
Fiorello H. LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101
(718) 482-5049

LAGUARDIA COMMUNITY COLLEGE

Middle College High School
Reference Number: 21103

Middle College High School opened in 1974 on the campus of LaGuardia Community College as New York City's first collaborative high school/college program for high-risk students who find it difficult to succeed in a traditional high school. Students are referred by guidance counselors in local junior high schools.

The goals of Middle College High School are (1) to reduce the dropout rate by improving students' academic performance; (2) to improve students' self-concept; and (3) to enhance college and career options by helping students reach their full potential. The high school/college collaborative is a model that encourages potential dropouts to succeed through three major supports: visible peer models, small classes, and enriched academic and support services. The intern program, patterned after the college's cooperative education program, promotes student success, relates school to work opportunities, and develops motivation and a sense of purpose. The atmosphere of the school encourages both freedom and responsibility. Being on a college campus, with access to its facilities, also has a positive influence.

Despite the high-risk nature of the student body, totaling approximately 460 students, about 85 percent graduate; of these, 75 percent go on to college at

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LaGuardia or elsewhere. The program has received five major national citations: The Carnegie Foundation for the Advancement of Teaching (*High School: A Report on Secondary Education in America*, 1983); The National Commission on Excellence in Education of the United States Department of Education (*A Nation at Risk: The Imperative for Educational Reform*, 1983); the Council for the Advancement and Support of Education; and the Rockefeller Foundation (*Review of Intervention in the Field of Prevention of Adolescent Pregnancy*, 1983). The National Association of Secondary School Principals has recognized the excellence of Middle College High School. Also, Gene Maeroff, of the Carnegie Foundation, has cited it as "one of the best examples of a high school and a college merging their efforts."

Encouraged by the success of Middle College High School, the City University of New York opened four additional Middle Colleges on the campuses of Hostos Community College, Brooklyn College, Bronx Community College, and a second one—The International High School—at LaGuardia Community College.

In 1986, the Ford Foundation awarded LaGuardia Community College \$276,100 to replicate the Middle College model at six sites throughout the country. In 1988, Ford awarded LaGuardia a supplemental award of \$154,000 to expand the project to a total of nine sites nationwide.

Recently, the Pew Charitable Trusts awarded LaGuardia Community College \$200,000 to establish a Center for At-Risk Students. The center will disseminate information and provide linkages for collaborative programs dedicated to dropout prevention.

CONTACT:

Dr. Janet E. Lieberman
Special Assistant to the President
Fiorello H. LaGuardia Community College 31-10
Thomson Avenue
Long Island City, NY 11101
(718) 482-5049

CLARKSON UNIVERSITY

The Clarkson School
Reference Number: 21105

Founded in 1978 as a special division of Clarkson University, The Clarkson School offers talented high school students a chance to get a head start on college. The Bridging Year provides a transition to college life for outstanding students seeking an alternative to the typical high school senior year. Each year, approximately 50 students who have demonstrated excellence in science and mathematics are selected. Selection is determined

by grades and class standing, interest and ability in science and mathematics, and high scores on the SATs or PSATs. Generally, students are planning careers in engineering, medicine, computers, or the sciences; students oriented toward liberal arts or business have also found their niche at Clarkson.

Students live at Clarkson University and enroll in college courses in which 30 or more hours of college credit can be earned. While completing a freshman year, they may use the courses to satisfy graduation requirements at their home high school. Students who satisfactorily complete the Bridging Year may continue as sophomores at Clarkson University or choose to attend other colleges or universities.

Because participating students have special needs in adjusting to the rigors of college life, the program has included careful monitoring of academic and personal progress; group living on three floors of one dorm, Farrisee House, with live-in house advisors; individual help in developing study skills, and study sessions for particular courses.

The intensive living-learning environment can result in a full freshman year of college courses, the completion of the requirements for a high school diploma, and lifelong friendships.

CONTACT:

Richard H. Gallagher
President, Clarkson University
102 Snell Hall
Potsdam, NY 13676
(315) 268-6444

CITY UNIVERSITY OF NEW YORK, QUEENS COLLEGE

Townsend Harris High School at Queens College
Reference Number: 21115

Townsend Harris High School was reestablished in 1984 after a hiatus of 42 years. While the original Townsend Harris was affiliated with the City College of New York, the new Townsend Harris is attached to Queens College, and its permanent building will be built on the Queens College campus. It is a special high school stressing the humanistic disciplines with special emphasis on reading and writing and which prepares all of its students to go on to college. About 240 students from throughout New York City are admitted each year.

In planning the new Townsend Harris, it was decided not to revive the original three-year format, but, instead, to design a bridge program for the fourth year in which students would be simultaneously high school seniors and Queens College freshmen. The main purpose of the

Bridge Year is to ease the students' transition from high school to college and to give them a head start on college work. It provides students with an opportunity to adjust to the much greater freedom of a college campuses while still supported by the high school safety net of supervision and guidance. The typical Townsend Harris graduate has between 6 and 18 Queens College credits.

The keystone of the Bridge Year curriculum is a two-semester Humanities Colloquium, each section of which is team-taught by a member of the college faculty, a member of the high school faculty, and an apprentice teacher who is an advanced college student. The teaching strategy in the colloquium is designed to train students in the process of confronting, interpreting, and testing their own and one another's interpretations of significant texts. Thus, the emphasis is on student discussion and writing about the texts. This teaching strategy is being gradually extended from the Bridge Year to the rest of the high school.

The tuition for college courses taken by Townsend Harris seniors is waived by the CUNY board of trustees. The staffing and administration of the Bridge Year, as well as college-sponsored studies, evaluations, and curriculum design, is supported by a contract between the board of education and the City University.

All the physical, academic, and professional resources of Queens College are used as appropriate to enrich the education of Townsend Harris students, including the college library and college students who serve as tutors. The college benefits in having a site for experimentation in teaching strategies and curriculum innovations and also for inservice training of School of Education students. It also benefits from the fact that about 15 percent of the high school graduates continue to attend Queens College.

One of the outstanding features of the high school is its academic climate, and studies are currently being done to assess the precise nature and sources of this feature. Another measure of effectiveness is the high degree of success of the graduates in gaining admission to colleges. The performance of these students in college will continue to be measured and evaluated.

CONTACT:

Robert L. Haan
Director, College Preparatory Programs
Queens College
65-30 Kissena Boulevard
Flushing, NY 11367
(718) 520-7022

Part Two**PROGRAMS AND SERVICES FOR EDUCATORS*****Introduction***

If the ultimate intent of nearly all school-college partnerships is to build structures that will improve student learning, then partnerships that provide programs and services for educators are the foundation. An intriguing variety of programs have been carefully developed that directly address the needs of teachers and other educators. The program examples in Part Two span the entire country; while many are local in origin, others have ties to regional or national networks or even state legislative mandates. Quite often concerns about matters of curriculum bring together researchers and classroom teachers to explore the best ways of linking theory and instruction.

The lead section, "Inservice Training and Staff Development," provides illustrations of programs and services targeted to the needs of experienced teachers. With the rapid changes occurring in many fields, particularly in science and technology, the quality of the education that students receive over the next two decades will depend, in large measure, on the continuing education of the current cadre of classroom teachers. Collaborative programs designed to meet these needs now include summer institutes, professional-development seminars and workshops, regional conferences, and a variety of services customized to local sites. Many programs provide teachers with opportunities to strengthen and update their content expertise, share and demonstrate ideas, receive training in new learning technologies, discuss evaluation and assessment issues, and reflect on educational trends and the implications for curricular revision.

Section Two, "Recruitment and Retention, Preservice Programs, and Early Career Support," features programs concerned with attracting top talent into teaching, including increasing the numbers of underrepresented groups, providing high-quality student-teaching experiences as components of undergraduate programs, and providing a variety of early career support services for those who have entered the profession. Programs designed to prepare undergraduates for careers in teaching have traditionally necessitated close ties between teacher-training institutions and local schools. Obviously, each group has a strong, vested interest in the adequacy of such programs, and each makes a unique contribution to the process of preparing new professionals for the field. In addition, such preservice centers and programs serve to better integrate theory and practice, improve mentoring and supervisory practices in the field, facilitate resource sharing, and encourage the critical examination of all aspects of the undergraduate experience for future teachers. These programs also provide many examples of creative retention strategies and ways to formalize mentoring relationships between beginning and experienced teachers.

Featured in Section Three, "Teacher-Education Centers, Alternative Certification Programs, Teacher Excellence Awards, and School-College Faculty Exchanges," are permanent resource centers and facilities created to provide for continuous learning and support—from completion of college programs through retirement. These centers are often governed by boards, councils, or cabinets with school and college faculty and administrative representation. Included are nontraditional alternative teacher certification programs, which attempt to attract to teaching careers the nation's best and brightest from a variety of fields. A number of programs promote school-college faculty interaction through exchange opportunities, continuing-education degree and certificate programs, and mechanisms to recognize and reward teaching excellence. Many of the centers described also facilitate the demonstration of model educational practices and important research findings.

Section Four, "National Models of Faculty Development and Professional Revitalization," presents some important national models for faculty development and professional renewal, including programs based on the models or initiatives of the National Writing Project, the Academic Alliance Network, the National Geographic Society, the American Historical Association, and the American Physical Society. Many of these programs seek to build "communities of scholars," where school and college faculty come together to discuss common

concerns, share significant research and instructional trends, and exchange teaching and curricular materials. The common denominator linking individuals from different sectors in a wide range of disciplines is a love of the content area and a genuine concern for the improvement of the quality and continuity of student learning. These programs focus on the need for the continuing revitalization of teachers as professionals and attempt to build an adult network from the nation's schools and colleges around many of the disciplines. Programs for teachers of writing and literature, foreign languages, history, and the sciences and mathematics are flourishing.

Finally, Section Five covers "Programs for Leadership Development and School Management for Teachers, Administrators, and Counselors." Administrators—in particular, principals—are critical to effecting change and innovation in the schools. This selection of collaboratives consists of institutes, academies, centers, and projects designed to increase managerial effectiveness by improving leadership and problem-solving skills, budget management, resource acquisition and allocation, personnel evaluation, community support efforts, and administrative monitoring of instructional effectiveness.

SECTION ONE:

Inservice Training and Staff Development

UNIVERSITY OF CALIFORNIA, LOS ANGELES

The Center for Academic Interinstitutional Programs (CAIP)
Reference Number: 20379

The Center for Academic Interinstitutional Programs (CAIP) at the University of California, Los Angeles (UCLA) was instituted in 1979 to improve student preparedness for university work. It now has the largest set of programs linking a postsecondary institution with schools and community colleges in the nation. CAIP annually serves more than 2,000 teachers and administrators directly in summer and academic-year programs and many more indirectly through publications. CAIP works locally with 50 school districts and has statewide and national projects.

To enhance student performance, CAIP works with teachers in the major content areas—science, mathematics, history/social sciences, English language arts, and the humanities—and focuses on multicultural and interdisciplinary studies. The university maintains a major commitment to the center, for as California education improves, so will the caliber of the incoming university student. Additional support for the center comes from school districts, funding agencies, and private sources, as well as from the California State Department of Education (SDE).

CAIP brings together the university's professors and master teachers to create courses, seminars, institutes,

and workshops. Teacher-participants have access to the latest research in the disciplines and the growing body of knowledge about teaching and learning.

- CAIP's major programs and efforts:
 - (1) Summer institutes update knowledge in mathematics, science, writing, history/social sciences, and multicultural humanities. Follow-up work during the school year brings various teachers back for study groups and workshops.
 - (2) Professional-development series are held at various school sites and funded by individual districts and outside agencies.
 - (3) Statewide curriculum reform projects, funded by the SDE, bring about research-based reform, currently in English language arts and history/social sciences.
 - (4) Academic-year conferences and Alliances bring teachers research in all disciplines and state-of-the-art pedagogies (such as collaborative learning).
 - (5) Curriculum-development activities include the publication of books for teachers. Successful teaching practices join with research to create materials directly useful in the classroom. Outstanding teachers assist with the writing and editing of these texts. Recent examples: *Teaching Analytical Writing; Literature for All Students: A Sourcebook for Teachers*; and *From Literacy to Literature: Reading and Writing for the Language Minority Student: A Sourcebook for Teachers*. Teacher-participants in science programs develop "teaching resource units" to use in their own classrooms and to share with one another. A CAIP Quarterly reaches 7,000 educators.

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- (6) Academic articulation programs link UCLA with feeder high schools and community colleges to increase minority success in both access and retention. CAIP's Transfer Alliance Program (TAP) is a model for relationships between the University of California and community colleges.
- (7) Change at local sites occurs through CAIP cooperation with organizations such as the Achievement Council and others. For example, the Project for Teaching Excellence for Achievement in Minority Schools (Project TEAMS) requires seven-member teams from schools to develop plans to improve student performance. Similarly, CAIP houses the UCLA Writing Project, the Mathematics Project, and the Science Project, as well as the state-funded History Project in California. National affiliations include strong support from the National Geographic Society, which helps create site-based educational programs in geography or geography linked with history.

Schools and districts benefit from CAIP programs by having teachers become more deeply knowledgeable of their disciplines and current educational practices; UCLA benefits through better-prepared students, a deeper understanding of classroom realities, and a better relationship with the educational community.

CAIP is continually evaluated very positively by both external and internal sources, including the Center for the Study of Evaluation.

CONTACT:

Dr. Patricia S. Taylor
Director, CAIP
Gayley Center #304
405 Hilgard Avenue
Los Angeles, CA 90024-1372
(213) 825-2531

EMORY UNIVERSITY

The National Faculty of Humanities, Arts, and

Sciences

Reference Number: 20168

The National Faculty of Humanities, Arts, and Sciences was created as the National Humanities Faculty in 1968 by Phi Beta Kappa, the American Council of Learned Societies, the American Council on Education, and the National Endowment for the Humanities. It became an independent nonprofit organization in 1974, and in 1984 changed its name to reflect its broadening work in the arts, sciences, and mathematics. National Faculty projects are now conducted in all academic disciplines, including the sciences, mathematics, and interdisciplinary programs. Since its founding, the Faculty has operated

programs in all kinds of schools and school systems in every state and in American schools abroad.

In order to serve the diverse needs of public schools and school systems as well as independent and parochial schools, the National Faculty established an organization consisting of a small central office staff, now headquartered on the campus of Emory University, in Atlanta; a regional office in Olympia, Washington; a national board of trustees; and a membership of 400 eminent scholars from almost as many colleges and universities throughout the country.

The National Faculty's mission is to improve the teaching of the humanities, arts, and sciences in elementary and secondary schools through a process of inservice education by which school teachers and college professors work together on the disciplines they teach. The National Faculty builds an internal school structure to permit both the collaboration of the teachers with national scholars and the collaboration of the school with nearby colleges and universities. Each project gives a school the chance to implement a systematic method for improving discipline-based instruction and for using the resources of the nation's only national faculty.

The National Faculty disseminates both a philosophy and a process. Although each project is tailor-made for an individual school setting, a common pattern of activities is developed at each site. These activities include identification of a core group of teachers who are fashioned into a collegial unit; the development of a detailed project plan to be implemented over time, ideally two or three years; a succession of two-day on-site visits during the school year from college and university teachers who are members of the National Faculty; participation in summer institutes; sustained attention to subject matter and to the primary texts and concepts of specific disciplines; collaboration with faculty from local colleges; and an emphasis on local ownership of the project by the teachers, with plans for continuing and expanding its impact.

Although projects are managed by the National Faculty staff, over time they become self-generating and self-directed. They add to teachers' academic resources and cultivate a spirit of openness and professionalism. Project costs are recurring and vary greatly according to determined needs.

Project evaluations, both internal and external, have included document reviews, interviews with participants, observations of visiting scholars, and staff visits. Characteristics of National Faculty projects that repeatedly appear in independent project evaluations are (1) the high quality of the faculty visitors; (2) the consistent emphasis on subject matter; (3) the excellence of the summer institute; and (4) the effectiveness of staff management (including cost effectiveness). Evidence of

consistent effectiveness is also reflected in the pattern of repeated funding of projects by major foundations and corporations, especially the National Endowment for the Humanities and the U.S. Department of Education.

CONTACT:

Dr. Benjamin Ladner
 President, Emory University
 The National Faculty of Humanities, Arts,
 and Sciences
 1676 Clifton Road
 Atlanta, GA 30322
 (no phone number provided)

STATE UNIVERSITY OF NEW YORK AT BINGHAMTON

More Math for More Females
 Reference Number: 20183

More Math for More Females, funded by Title II of the Education for Economic Security Act (EESA), is a cooperative demonstration project involving 15 school districts in Broome and Tioga Counties, local Board of Cooperative Educational Services (BOCES) and Teacher Centers, and the resources of the State University of New York (SUNY) at Binghamton.

The purpose of the project is to use the university's resources, teachers of math and other disciplines, math coordinators, elementary teachers, guidance counselors, and parents to influence female students in grades K-12 to consider expanding their future math education when given an opportunity to make that choice.

Research components of the project include statistical data gathered from more than 2,000 eighth-grade students regarding their attitudes toward math, comparisons of the male/female math enrollments of all 11th- and 12th-grade students in the participating school districts ($N=3,000+$) for each of the past four years, and attitudinal data collected from the approximately 500 participants in the 1989 career conference "Females + Math = Exciting Careers."

Major activities:

- (1) A graduate course for inservice teachers of participant schools. In this course (Gender Mathematics: Applied Research and Classroom Intervention), teachers seek out the relevant research, define the parameters of the math gender equity gap, and develop classroom interventions suitable to grade level and subject. Teachers become classroom researchers, surveying their students' attitudes, aspirations, and learning styles prior to designing more equitable math lessons. Major components of this course are the confidence

and competence activities, which require teachers to design lessons using manipulatives, cooperative learning, and problem solving as integral parts of the math lesson.

- (2) An annual career conference, "Females + Math = Exciting Careers," which invites girls in grades 4-12 and their parents or other interested adults to explore connections between math and the real work world. Keynote speakers, who have included Elizabeth Fennema, Sherry Fraser, Joy Wallace, and Judith Jacobs, set the tone for the day by pointing out relevant statistics regarding math, females, and their future. With a choice of more than 75 workshops offered in three 1-hour sessions, the girls and adults explore careers, participate in hands-on math and science applications, and meet more than 50 women role models from a variety of professional backgrounds.
- (3) Services to the educational community, including periodic workshop offerings, a library of reference materials for use by participating schools, periodic publicity in school district newsletters, reproducible materials encouraging math study for use during open house and curriculum nights, the development of a Family Math curriculum in some of the participating schools, and the involvement of a math coordinator or other interested person from each school district as an advisory board member to the project.
- (4) Dissemination efforts, which have reached local chapters of educational and scientific groups, the Association of Mathematics Teachers of New York State, and regional and national levels of the National Council of Teachers of Mathematics. More Math for More Females has been chosen as the only New York State project to participate in a regional interactive telecast of exemplary EESA-funded projects.

CONTACT:

Debra Pert
 Project Coordinator
 SUNY at Binghamton
 Center for Education and Social Research
 Binghamton, NY 13901
 (607) 777-6044

UNIVERSITY OF CALIFORNIA, DAVIS

Northern California Mathematics Project (NCMP)
 Reference Number: 20395

Four major activities of the Northern California Mathematics Project (NCMP) are (1) an invitational summer institute for approximately 30 teachers per year; (2) school-year inservice programs dealing with issues

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of mathematics education; (3) a teacher-research and publications program; and (4) collaboration on curriculum-development projects, funded through other sources.

The summer institute provides selected teachers of all grade levels (1) the opportunity to do mathematics through courses in number theory, probability, or algebra; geometry; and problem solving; (2) a chance to develop their own ability to provide inservice workshops for other teachers; and (3) the opportunity to become part of a network through which teachers continue to share ideas and discuss and debate issues related to the teaching of mathematics. School-year inservice programs serve to bring ideas, methods, and materials to other teachers, some of whom may be less well prepared or less motivated to teach mathematics than summer institute participants. The teacher-research and publications program provides teachers the opportunity to pursue classroom-based research and makes useful results easily accessible to teachers.

For the next five years, NCMP teachers will be working with secondary teachers from three local school districts to develop integrated materials that emphasize problem solving through use of cooperative groups, manipulatives, and writing. These materials will be designed to replace current texts used in Algebra I, Geometry, and Algebra II classes. Pilot programs will begin in approximately 20 schools.

The NCMP is a growing network of mathematics teachers. So far, approximately 275 teachers have been involved in some aspect of the program, and the university continues to involve them in follow-up activities and new programs. The NCMP was initiated by the University of California at Davis (UC-Davis) and California State University, Sacramento, in 1982, and has received major support from the California Mathematics Project since 1983. Local schools, school districts, and county offices of education support the major portion of the project's inservice component, and the research and publications program is supported by the UC-Davis Division of Education through its Center for Cooperative Educational Research. The College Preparatory Curriculum Development Project is supported by the Dwight D. Eisenhower Mathematics and Science Education Act.

CONTACT:

Judith Kysh
Director, Northern California Mathematics
Project
University of California, Davis
Davis, CA 95616
(916) 752-8393

STONEHILL COLLEGE

Teachers on Tour Program

Reference Number: 20591

Teachers on Tour is a project of collaboration...of collegial support, reflection, training, mentoring, and scholarship. Unlike traditional (pull-out) inservice offerings, the Teachers on Tour initiative represents a vigorous instructional improvement and professional-development effort that will draw on the considerable resources extant in the public schools, institutions of higher education, and communities of southeastern Massachusetts.

Based on a pilot program administered in Vancouver, Washington, Teachers on Tour is designed to reduce the isolation of classroom teachers and to foster a spirit of partnership and shared responsibility by

- (1) providing opportunities for lead teachers, college faculty, prospective teachers, and other interested community members to plan and work together—with the focus on the act of classroom teaching, improving instruction, teacher education, and peer mentoring;
- (2) establishing a dynamic, teacher-centered model involving all educational levels, through which hundreds of effective lessons can be disseminated from classroom to classroom, from community to community;
- (3) using the Teachers on Tour system to identify and recruit lead teachers who can provide the support needed for beginning teachers to become confident, capable, and creative teachers.

During the academic year, teams of two to four Tour teachers will plan and deliver unit-based collegial instruction to students in school and college classrooms. In undertaking these unique educational ventures, teachers and school administrators from across grade levels and district boundaries may join with college professors, prospective teachers, and interested community members. Together, they will combine their talents and expertise to decide how best to meet the needs of children and the instructional goals of teachers and to create short-term teaching activities that satisfy these goals.

Tour teachers may choose to work with peers on any level or in any content area. Teams are formed around common topics, concepts, skills, teaching interests, backgrounds, and concerns.

Teachers on Tour operates at a minimum cost by using resources already at hand. Schools hosting Teachers on Tour pay substitute time and released time for their district participant to be involved in the planning and debriefing sessions. The maximum cost to a district

for a Tour teacher's time and talent, therefore, is that for a substitute salary, travel, and the cost of materials.

Institutions of higher education and school districts participating in the Teachers on Tour collaborative initiative currently include Stonehill and Wheaton Colleges and the Avon, Stoughton, Taunton, and West Bridgewater Public Schools.

Stonehill students participating in the Teachers on Tour program will fulfill the 20-hour fieldwork experience required of students enrolled in pre-practicum courses (i.e., ED303: Secondary Classroom Management, ED304: Secondary Methods, and ED309: Mainstreaming).

CONTACT:

Rita E. Smith
Director, Stonehill Education Project
Stonehill College
Washington Street
North Easton, MA 02356
(508) 230-1056

are numerous and significant, and include better, more practical teacher-education preparation for preservice students; strong entry-level support services for new teachers; improved instruction at both the university and school levels; an inservice career enhancement opportunity for veteran teachers; and a significant, well-supported entry to the profession for interns.

There is ample evidence of the collaboration's success, including repeated recognition and awards by national educational associations. In addition, more than 35 of the 185 veteran teachers who have participated in the two-year program have gone on to administrative and other leadership positions in district schools in the state and nation. Currently, approximately one fourth of the nearly 100 schools in the Albuquerque Public School District are administered by principals who served as clinical supervisors or clinical support teachers. This network of well-prepared instructional leaders has greatly enhanced and extended relationships between the district and the university.

In addition to the contract with Albuquerque Public Schools, the University of New Mexico has several other exchange of services contracts with other districts to support a variety of mutually beneficial activities.

CONTACT:

Keith Auger
Coordinator of Teacher Education
University of New Mexico
Mesa Vista Hall, Room 3095
Albuquerque, NM 87131
(505) 277-9126

UNIVERSITY OF NEW MEXICO
APS-UNM (Albuquerque Public Schools-
University of New Mexico) Collaborative Programs
Reference Number: 20423

Since 1967, the Albuquerque Public Schools and the University of New Mexico have participated in formal, contractual relationships designed to improve both preservice education in the university and inservice education in the schools. At the center of this collaborative effort is an exchange of services contract, which places fully certified university interns in public school classrooms at reduced salaries. With the money "saved" through this device, the participating school district allows veteran teachers to work full-time in teacher-education roles in both the university preservice program and the district inservice program. Currently, 46 interns release 27 career teachers. The program costs the participating institutions nothing.

The veteran teachers provide full-time teacher-education services in two major areas. First, about half of the veteran teachers team-teach preservice methods courses with the university faculty and supervise student teachers in public school settings. The remaining veteran teachers provide support services to all beginning teachers in the district, teachers new to the district, and teachers who have made grade-level or subject-area changes. The veteran teachers, called clinical supervisors and clinical support teachers, are selected by representatives from the university, the district, and the teachers' professional association.

The benefits derived from the exchange of services

SAN DIEGO STATE UNIVERSITY
International Studies Education Project of San
Diego (ISTEP)
Reference Number: 20347

The International Studies Education Project of San Diego (ISTEP) is a collaborative effort of faculty at San Diego State University and the University of California at San Diego, working in partnership with local school districts to better prepare school children for their future roles as democratic citizens in an increasingly interdependent world.

Since its inception in 1983, ISTEP has worked in cooperation with affiliated school districts to provide leadership training to teams of classroom teachers and district administrators, who in turn design staff-development programs for their own districts. In addition, the project offers a broad range of services to educators and student teachers throughout the county, including a lending library of curriculum resources, a

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bimonthly newsletter, inservice workshops, and summer institutes. In October 1986, ISTEP was designated a regional resource center for the California International Studies Project, a state-legislated project funded through the California State Department of Education. Significant amounts of in-kind and direct financial assistance are provided by the two sponsoring universities; affiliated school districts provide administrative staff time, released time from classroom duties for teachers, and a matching budget to support in-district activities. Additional funding is raised each year from private foundations and corporate sources.

Central to the project is the Team-Based Staff Development program, a collaborative, long-term staff and curriculum-development program currently being undertaken with five affiliated school districts and 14 school sites. Teams of lead teachers and key district resource staff receive training, consultation, and facilitation from ISTEP staff and faculty, designed to improve international studies and foreign language curriculum and classroom teaching throughout the district as a whole. In turn, leadership teams are responsible for planning and implementing a wide range of staff, curriculum, and resource-development activities in their schools and/or districts. Team activities include building staff, administrative, and community support; improving school and district communication networks; establishing collections of international studies instructional materials; planning and conducting inservice programs for fellow staff; and participating in curriculum design.

The multiplier effect achieved through this training of trainers model is evident from the number of educators reached by ISTEP teams: From July 1, 1988, through April 10, 1989, 576 teachers, principals, and school district administrators attended presentations of curriculum materials and teaching strategies for improving international studies instruction in grades K-12; the presentations were organized and conducted by ISTEP-trained teachers. In districts that have been working with ISTEP for several years, district social studies curriculum guides have been rewritten, collections of global education materials have been added to media centers, and workshops in international studies have been made a standard part of district staff-development activities.

ISTEP has proven remarkably successful in the impact of its programs due to a winning combination of grassroots support by classroom teachers, administrative support by school district offices, community support by school boards and parent groups, and faculty and administrative support from within the sponsoring universities.

CONTACT:

Dr. Elsie Begler
Director, ISTEP
San Diego State University
San Diego, CA 92182
(619) 594-2412

UNIVERSITY OF ALASKA

Science Fellows Program
Reference Number: 20696

The Science Fellows Program provides 15 secondary science teachers (science teachers of grades 7-12) with the opportunity to attend three update workshops on various Alaskan science research topics during the academic year. After each update workshop, the teachers pursue a short project in their home communities in conjunction with the workshop instructors/scientific researchers. At the end of the workshop series, the teachers choose one of the collaborating research institutions as a host for a one-month summer internship. University of Alaska at Fairbanks (UAF) credit is offered to teachers participating in this project. The program was funded with a Title II grant for \$86,000 from the Alaska Department of Education.

An advisory board (comprised of Alaskan science teachers, curriculum supervisors, and representatives from institutions involved in scientific research in Alaska) determines the theme and the structure of topic clusters for the update workshops and sets the criteria for recruiting teachers and scientific institutions.

The Science Fellows Program's two main components:

- (1) *Update workshops.* Three times during the academic year, UAF hosts update workshops. Teachers choose categories such as health and physiology, fisheries, and geology and physics. From these categories, they focus their updates and employment opportunities. Teachers attend three different workshops on their chosen topic during the academic year. Workshops are held on Fridays and Saturdays and consist of three lectures/seminars on Friday morning (one on each of the chosen topic clusters) focusing on new developments in the field. During the afternoon, the teachers work with the lecturers in laboratory sessions, gaining hands-on experience with the techniques described earlier and discussing how best to translate the material presented into appropriate classroom activities. The Saturday morning sessions are organized to help the teachers design their follow-up and allow them to share and disseminate curriculum ideas to their colleagues.

(2) *Summer employment/internships.* After the third update workshop, the teachers choose one of the institutions that worked with their content cluster for an internship experience. The internship is a one-month position, paid partially through grant funds. Participating research institutions are encouraged to supplement the grant funds, but their financial support is not required. The participating institutions can extend the length of this employment with their own funds if the teachers agree and if the extension does not interfere with the teachers' schedules.

CONTACT:

Nancy Murphy
Assistant Professor of Education
University of Alaska
Fairbanks, AK 99775-0600
(907) 474-6589

QUINNIPAC COLLEGE

Title II Inservice Institute: Computers in Math and Science
Reference Number: 20174

The Computers in Math and Science program was established in January 1986 through a grant from the Connecticut State Department of Higher Education and a supplemental grant from the Xerox Foundation. The grant was awarded under the auspices of Title II of the Education for Economic Security Act. The program is an inservice institute for secondary teachers in math and science designed to train them to use computers in classroom instruction. During its years of operation, the program has served more than 225 secondary teachers from school districts throughout Connecticut.

Local education agencies assume the cost of substitute teachers for participating faculty. The program is staffed by full-time members of the Quinnipiac faculty and master teachers in math and science from four school districts in the state. Participating teachers are selected on a competitive basis for 15 available places in the five areas of the institute: biology, middle school life science, chemistry, mathematics, and physics. Participants spend six full days in workshop activities during the spring and fall semesters of each calendar year. Faculty visit teachers on site to evaluate lesson plans using the computer.

Teachers learn to use the computer in the teaching of math and science. The college uses the program as a demonstration of its commitment to a management plan of service to local school districts in conjunction with its Master of Arts in Teaching program. Seventy-six percent of teachers surveyed report that the computer

has become an effective teaching tool in their classroom. Eighty-two percent of the teachers who have completed the institute have judged it an exceptional experience. All of the participants report some computer literacy and less fear of using the computer in the classroom.

CONTACT:

D. R. Elkins
Dean, School of Liberal Arts
Quinnipiac College
Hamden, CT 06518
(203) 281-8730

LOUISIANA STATE UNIVERSITY

French Education Project (FEP)
Reference Number: 20246

The French Education Project, created in 1987, constitutes an integral part of Louisiana State University's (LSU) Center for French and Francophile Studies and is supported by the departments of Curriculum and Instruction, French, and Italian. Its primary goal is to improve the teaching of French in Louisiana schools and throughout the South. To accomplish this goal, the project receives additional staff and financial support from the French Ministry of Foreign Affairs, the Belgian Association for the Promotion of Education and Training Abroad, and the Quebec Ministry of International Relations.

The partnership segment of the project falls especially within the area of inservice education conducted in cooperation with Louisiana parish school boards and the state department of education. Past activities have included immersion weekends to improve the oral proficiency of 150 French teachers, special summer programs both here and abroad that have benefited 100 teachers, and an interdisciplinary program involving 120 high school French and social studies teachers. These programs have all been primarily funded by the Louisiana Endowment for the Humanities, with additional help from foreign governments.

Each year, French pedagogical courses are offered simultaneously in three locations via telelearning, which permits both oral and written multilocation live interaction using computers and telephones. These courses are especially useful for the 200 individuals from Belgium, France, and Quebec who come to Louisiana to teach French in its public elementary schools.

The project also works with individual school districts in designing curriculum guides, creating classroom material, and conducting research. In 1988-89, in cooperation with practicing teachers, it produced *Kit ou Double*, a set of much-needed classroom activities

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for elementary school French programs. Currently, the project is examining the problem of articulating foreign language programs in elementary, secondary, and higher education.

CONTACT:

Robert C. Lafayette
Coordinator, French Education Project
Louisiana State University
202 Peabody Hall
Baton Rouge, LA 70803
(504) 388-2309

TOWSON STATE UNIVERSITY

Write to Learn Project (WTL)
Reference Number: 20160

In 1988, the Write to Learn Project (WTL) began operations to improve teaching and learning in the Baltimore City public schools through the use of writing as a learning tool. Developed as a partnership program, WTL is a joint effort of the Baltimore City Public Schools and the Maryland Writing Project housed at Towson State University. These two agencies are supported by the Abell Foundation, thereby creating a public/private partnership in service to Baltimore City teachers and students. WTL is committed to helping teachers in all subjects, kindergarten through university, improve the use of writing as a learning tool; to improving students' abilities in writing; to relating staff development to curriculum development; and to providing education for teachers based on a teachers-teaching-teachers model. Premised on the National Writing Project model, WTL will reach 270 Baltimore City teachers and 2,500 students during three years of initial operation.

WTL creates an interlocking set of experiences—summer institutes, year-round inservice programming, conferences, and teacher-researcher collaboratives—in order to foster change in teacher practice related to the teaching of writing, and to create a foundation for an ongoing professional culture. Targeting 15 clustered schools as pilot schools, further support is provided, including on-site coaching and parent education, school-based incentive grants, and opportunities for extended on-site inservice programming. Both the Baltimore City Public Schools and the Maryland Writing Project at Towson State University provide financial and in-kind services, staff, evaluation services, and leadership.

Evaluations of WTL suggest that it is effective in altering teachers' practice in the use of writing, in disseminating recent scholarship in composition, in enhancing teachers' sense of professional competence, in developing collegial relationships, and in effecting

student growth in writing. WTL has also facilitated the forging of partnerships between members of the educational community unused to working together and will provide a foundation of future program development.

Most significant to WTL's success has been the incorporation of two full-time WTL coaches and a project facilitator into the Baltimore City Public School's Office of Staff Development. Ongoing programming developed by the Maryland Writing Project and Towson State University designed to support intellectual growth and renewal for teacher and university colleagues has also contributed to the effectiveness of the program.

CONTACT:

Elyse Eidman-Aadahl
Associate Director
Towson State University
Hawkins Hall
Towson, MD 21204
(301) 321-3593

UNIVERSITY OF ILLINOIS AT CHICAGO

Network for the Enhancement of Teaching
Reference Number: 20608

The Network for the Enhancement of Teaching is a collaborative partnership formed in 1988 between the College of Education at the University of Illinois at Chicago and elementary and secondary schools in the Chicago Public School System. The network involves 400 teachers and 6,000 students in five high schools, and 200 teachers and 4,300 students in seven elementary schools. Over a period of five years, the cadres of elementary and secondary schools will be expanded to include a larger number of schools in the city.

The cadre schools serve as models and facilitators of professional development and change for other schools in the Chicago system. The network develops a more effective and comprehensive alternative to traditional approaches to teacher learning and development. This alternative views the professional development of teachers as an organizational change issue. It reflects the processes and conditions revealed by research as essential components of teacher professional development and systemic educational change. Its approach to teacher professional development corresponds to that of national reports on improving the teaching profession and to the recommendations of the Education Summit and the Illinois Blue Ribbon Committee that aim to enhance the professionalization of teaching.

The network supports a range of activities designed to achieve two related purposes: (1) to enhance teachers'

knowledge and skills and, thus, to increase their success in working with children in the classroom and (2) to enhance the professional work environments of schools and, thus, to create new opportunities for ongoing teacher learning and development at the school level.

Network activities include (1) a seminar series on topics such as bilingual education, early childhood education, parental involvement in schools, and success-oriented learning environments; (2) in-school and cross-school special-issue work groups; (3) a series of interrelated innovation projects; (4) a network newsletter; (5) an information and materials resource bank; and (6) an annual network-wide conference.

Activities are designed to develop teachers' knowledge and skills related to areas of classroom instruction and school improvement, consistent with their individual and collective needs and concerns. These activities are further designed to reflect and promote professional sharing and collaboration, participatory decision making, the exercise of professional judgment, and collective responsibility for improvement—all of which are essential elements of systemic change and of teachers' work environments that support effective and ongoing professional-development opportunities for teachers at the school level.

The first year's activities of the network received enthusiastic support from the cadre schools, from the Chicago Board of Education, and from The Chicago Community Trust, which funded the project at \$1 million over five years.

CONTACT:

Mark Smylie
Director
University of Illinois at Chicago
Box 4348
Chicago, IL 60680
(312) 413-2409

SAN DIEGO STATE UNIVERSITY
Cooperative Writing Program
Reference Number: 20625

Now in its ninth year, the San Diego State University/San Diego City Schools Cooperative Writing Program has expanded to include 55 schools, 20 secondary and 35 elementary. Over the years, the program has changed in response to need, but two goals have remained constant: to help students work to their full potential and to improve the writing skills of ethnic groups that are underrepresented at the university.

Academic Skills instructor Martha Johnson coordinates the program. She trains all the writers' assistants

hired by the city schools and conducts seminars on writing for teachers from all disciplines. This year, 80 teachers from grades 4-12 attended a workshop she offered on how to integrate visual and verbal thinking strategies. Approximately 70 administrators from San Diego city schools took part in a workshop that combined writing and drawing as tools for learning. Professor Johnson also edited *Handbook for Writers' Assistants and Supervising Teachers*, which is now used in all secondary schools.

Three other Academic Skills instructors continue their work as writing consultants-in-residence at minority isolated high schools. They spend an average of 20 hours a week at the schools, and their dedication has won them the respect of both faculty and students. At the San Diego High School Writing Academy, Virginia Maggio is involved with every aspect of the school-wide writing program. In addition to working individually with teachers and students, she works closely with the director of the Writing Center planning demonstration lessons and conducting workshops. Professor Maggio coordinated an effort between the high school and the Children's Museum of San Diego, which involved having students write, act, and do the photography and art work for a museum production. This highly successful project is an example of collaborative learning at its best.

At Morse High School, consultant Patricia Johnson's dedication helped earn a first prize at the Delmar Fair for the school's magazine, *Reflections*. For eight years, she has edited the publication and sponsored the school's writing club. She also works closely with teachers in an effort to foster a school-wide writing program, frequently taking students through the writing process from planning to publication.

At Lincoln High School, consultant Terry Williams has established herself as "the writing lady." By developing an ongoing school-wide writing contest, she has motivated students who previously had refused to write at all to submit essays, research reports, and poems. She and a writer's assistant have reached out into the community, and business and community leaders have responded with prizes and praise. Student writers are honored at assemblies, and their writing is displayed in trophy cases. Now the school's best writers are honored along with the school's star athletes.

The consultants-in-residence also have offered a series of workshops to help prepare college-bound students for the English Placement Test. Because these workshops help students develop the skills they need to succeed at the university, they have become a regular part of the Cooperative Writing Program.

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CONTACT:
Donald D. Basile
 Director, Academic Skills Center
 San Diego State University
 San Diego, CA 92182-1146
 (619) 594-6927

FITCHBURG STATE COLLEGE

Circle Collaborative
 Reference Number: 2020

In 1987, Fitchburg State College and the Lunenburg Public School's established a three-year professional-development program as a joint effort to provide quality school-based staff-development programs that would address the system's goals. In order to accomplish this, a self-selected group of teachers enrolled in a pilot graduate program leading to a Certificate of Advanced Graduate Study (CAGS) in Professional Education Development.

The program's planning and management team assessed the professional needs of the teachers and the goals of the school system. This resulted in the implementation of a year-long program designed to provide training in the implementation of critical-thinking skills across the curriculum (K-12) and peer coaching as a process of enhancing instructional effectiveness in developing students' critical-thinking skills. During the second year of the program, the CAGS students studied staff-development programs: Design, Implementation, and Evaluation. Its practicum required enrollees to be a member of a team and to design, implement, and evaluate a 12-week staff-development course for their K-12 colleagues. Forty percent of the teaching staff in the system participated in the programs, which included Peer Coaching, Critical Thinking Skills, and a year-long study group titled Alternative Programs: Ensuring Student Success in School.

During the second summer, CAGS students completed graduate study in educational research and a course entitled The Dynamics of Planned Change. Every student is currently involved in a school-based research project, which will be a component of his or her graduate thesis. The final year of required formal study will involve a graduate internship in professional development. Each student will team with a colleague to design, deliver, and evaluate a course of study related to the needs of the teachers and the defined goals of the system stated in the recently developed system-wide strategic plan. In addition to the internship, CAGS students will complete their graduate theses during the third year of the project.

A CAGS Program in Professional Education Development is managed by a school-based planning and management team, which includes school staff, administrators, and college faculty. Graduate coursework is school-based; academic assignments relate directly to the goals of the school system. All teaching and administrative staff are welcome to attend and do attend many of the posted sessions, which meet weekly on Wednesdays 2:30-5:30 PM. The collaborative project director and the school system coordinator meet weekly to ensure project success, availability of resources for staff, and group cohesion. The college and the system share costs related to program administration, and the students pay tuition for graduate study.

The project has been evaluated by teachers as having a significant impact on their knowledge, attitudes, and skills related to their role in the system. It has been described by the superintendent as having a tremendously positive impact on the entire school system. Enrollment in the staff-development programs far exceeds expectations. As a participant in this project, the college is demonstrating its role as a change agent in educational reform and its ability to positively affect the ongoing professional development of teachers in the field.

CONTACT:
Dr. Michele Moran Zide
 Collaborative Project Director
 Fitchburg State College
 160 Pearl Street
 Fitchburg, MA 01420
 (617) 345-2151, ext. 3309

NORTH ADAMS STATE COLLEGE

Northwest Regional Consortium for the Improvement of Math and Science Teaching
 Reference Number: 20201

The Northwest Regional Consortium for the Improvement of Math and Science Teaching is a partnership of 22 school districts in Franklin and Berkshire Counties, Massachusetts; North Adams State College; the Northwest Regional Office of the Massachusetts Department of Education; and Berkshire and Greenfield Community Colleges. It was formed by North Adams State College in 1985 to strengthen math and science teaching at all levels through the creation of a regional inservice program and resource network.

The consortium serves to consolidate Title II funding coming into the region to local school districts and to higher education. School districts contribute their Title II allocations; North Adams State College receives higher

education Title II funding on a competitive basis through the Board of Regents of Higher Education. Using these pooled funds, the consortium provides a range and depth of services to K-12 teachers of math and science impossible for a single district or college.

The consortium has developed symposia, inservice workshops, and consultancies to individual districts. It has compiled and distributed an inventory of area resources for math and science teaching. Within the past year, the consortium has promoted access to and use of on-campus laboratory resources. Math labs at Berkshire and Greenfield Community Colleges; the physics lab at North Adams; and the North Adams Teacher Resource Center, which contains an extensive collection of computer software, have offered workshops, demonstrations, and technical assistance on and off campus. Also during the past year, the consortium has established a formal link with a major high-technology business in the area, which provides summer internships for teachers, equipment loans and donations, workshops and seminars for teachers, and enrichment and career-awareness programs for students.

An advisory committee, comprised of one or more representatives of each partner, recommends programs and policies, coordinates the identification of needs in each district, assists with the identification and solution of problems, and assesses outcomes. North Adams State College is responsible for project management, communications, program development, and administration. Program evaluation is ongoing and includes evaluations of each activity by participants and end-of-year evaluations by member schools.

The consortium is a model with broad implications for establishing creative, effective ways to share limited resources and promote partnerships among educational delivery systems. It has resulted in a comprehensive, region-wide program of resource development, coordination, and inservice training that has served more than 1,000 teachers each year.

CONTACT:

Dr. Mary M. Fuqua

Dean, Graduate and Continuing Education

North Adams State College

North Adams, MA 01247

(413) 664-4511

SEMINOLE COMMUNITY COLLEGE

Mathematics, Science, and Computer Teacher-Training Workshops and Development of K-8 Astronomy Curriculum

Reference Number: 20230

Stimulating, knowledgeable teachers are the crucial element in nurturing the next generation of leaders in math, science, and computer-related technologies. Nearly 70 K-12 math and science teachers attended Seminole Community College's (SCC) highly successful 1988 teacher-training workshops. Continuing that stimulation will be the focus for the future as the college continues its commitment to enhancing the professional development of approximately 125 local math, science, and English teachers.

In 1989, five projects run by SCC faculty and the Seminole County Schools benefited at least 125 K-12 teachers and thousands of their students. First, the math workshop featured computers and hand-held graphics calculators as integral parts of the high school pre-calculus curriculum. The second project involved a team of SCC and University of Central Florida physics professors working with a local Advanced Placement Physics teacher, who ran a workshop to prepare more high school science teachers to teach Advanced Placement Physics in their high schools.

For the third workshop, several SCC astronomy and physics faculty conducted the Planetarium Institute for teachers in kindergarten through middle school in order to finalize planetarium shows and astronomy curriculum for several grade levels. College faculty led the teachers in developing activity packages to use in the teachers' classrooms, in conjunction with field trips to the college's new planetarium. For the fourth workshop, SCC's geology, botany, and environmental science faculty offered grade-school science teachers a workshop on the interconnectedness of Florida's geology and biosphere, with special emphasis on the pervasiveness of water.

Finally, the newest technology in student-centered, computer-aided writing and desktop publishing was the focus of a SCC English faculty's seminar encouraging more middle and high school teachers to take advantage of current technology in the teaching of writing and journalism in the public schools. These institutes resulted in long-lasting benefits to more than 9,500 Seminole County students each year.

Through the state-administered Title II grant monies, the college covered its faculty salaries and benefits and consultant fees to conduct the workshops. The college paid the paraprofessionals and tutors needed to help participants complete the workshops and purchased additional equipment and supplies to support

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workshop activities. Grant funds will also support stipends for teachers attending one workshop. The county schools are supplying stipends for the majority of the teachers, paper supplies, and lab supplies. Both the county schools and the college have recruited participants.

CONTACT:

Dr. Elaine A. Greenwood
Director of Arts and Sciences Services
Seminole Community College
100 Weldon Boulevard
Sanford, FL 32773
(407) 323-1450

UNIVERSITY OF PITTSBURGH Inquiring School Network Reference Number: 20235

The Inquiring School Network, as seen by Calfee of Stanford University, is a whole-school, staff-development plan guided by three basic themes: (1) the redefinition of literacy through the use of language as a tool for thinking and for communicating; (2) the belief that all children can become successful readers and thinkers if instruction is coherent, consistent, and engaging; and (3) the reprofessionalization of teachers and administrators. The notions that provide the background for the Inquiring School Network are summarized in a publication (*The Book*, 1985) that is used in training sessions with teachers.

The Inquiring School was implemented in the Pittsburgh area in the 1988-89 school year with schools from four districts. During the 1989-90 school year, 14 individual schools from six districts participated in the network. A cadre of teachers and the principal attend a series of workshop sessions in which they learn more about the Inquiring School and how to implement it in their school. During the school year, follow-up meetings are held with representatives from each of the schools to share, discuss, and solve problems. Technical support is provided by teachers who participated in the network during the previous year and the university staff, including teachers from Falk School, the university's laboratory school.

Support is provided by all partners and is supplemented with funding from grants from several local foundations. School districts provide released time for their teachers. The School of Education, through its Institute for Practice and Research in Education and Falk School, has provided funding to cover workshop costs. A local consortium has helped to defray the cost of substitutes for several of the districts. Foundation

funding provides for implementation and documentation support.

Activities in this network provide schools with the knowledge and support to implement a coherent, literacy-based curriculum in their elementary/middle schools. The university establishes partnerships that provide for in-depth study of schools and curriculum, specifically the literacy curriculum.

Evaluation data collected during the first year of the project indicated positive changes in teacher practices and in teachers' ability to implement lessons consistent with the Inquiring School focus.

CONTACT:

Dr. Rita M. Bean
Associate Professor
University of Pittsburgh
5N25 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7211

LOUISIANA STATE UNIVERSITY Mathematics/Science Semi-Specialist Project (MSSP) Reference Number: 20266

The need for better qualified mathematics and science teachers throughout the nation's precollege school program has become an immediate problem for persons concerned with the quality of education. Perhaps the most apparent need for better qualified mathematics and science teachers is in grades four to six. Professional preparation programs and certification requirements are usually the same for the primary and intermediate grades. Greater preparation in science and mathematics is clearly needed for teachers for the upper elementary grades in light of the changing emphasis forced on school mathematics and science by the evolving technological society.

In the fall of 1988, the National Science Foundation (NSF) funded a three-year project joint venture between Louisiana State University and the local East Baton Rouge Parish School System to develop and test a model that includes 30 mathematics/science semi-specialists at the fourth- and fifth-grade levels. The typical elementary school in the East Baton Rouge Parish has two fourth- and two fifth-grade classes. With the assistance and cooperation of parish personnel, 15 elementary schools (out of 66 in the East Baton Rouge Parish system) were selected to use the semi-specialists. Companion teachers taught language arts and social studies in the same classes.

The mathematics/science teachers in this NSF

program get released time to attend a monthly inservice workshop during the school year. They also participate in three consecutive six-week summer school programs involving a mathematics course, a science course, and a mathematics/science methods course. Since the teacher-participants typically have traditional elementary certification (two introductory college-level courses in mathematics and two in science), the program more than doubles their subject-matter preparation. The participants are generally volunteers for the program and are not selected by specific criteria such as academic background, special recognition as being a good teacher, etc. Thus, they represent the teachers now in the field, not a select group, as might be true at a typical summer institute to which individuals apply. Participants average approximately 10 years teaching experience. About one third have traditional master's degrees in education.

NSF funding includes salaries for project personnel, participant stipends for the summer institutes, monies to pay substitute teachers for the monthly inservice meetings, and money for participants to purchase mathematics and science materials to use in their classrooms. Contributions from Louisiana State University include released time for the project director during the academic year, participant tuition and fees for summer school, and the salary for the school site coordinator. Contributions from the parish include partial funding for monthly substitutes, classroom sets of calculators for each project, and personnel time for project management.

The evaluation of the project is a continuous process. Based on evaluations collected after one year of operation, there are strong indications that the teacher-participants are generally enthusiastic about the program, and they will make substantial progress toward constructive modification of classroom behaviors in mathematics and in science.

CONTACT:

Dr. L. Diane Miller
Project Director
Department of C & I
223 Peabody Hall
Louisiana State University
Baton Rouge, LA 70803
(504) 388-6017

WEST VIRGINIA UNIVERSITY

The Benedum Project and Professional Development Schools
Reference Number: 20285

The Benedum Project is an educational reform initiative undertaken jointly by the West Virginia University

(WVU) College of Human Resources and Education, other WVU schools and colleges, and nearby public schools. The project, begun in 1989, has \$1 million in initial funding from the Claude Worthington Benedum Foundation of Pittsburgh, Pennsylvania.

The Benedum Project's main goals are to create "professional-development schools" (PDS) and to redesign WVU's preparation programs for school professionals. A hallmark of the project is its partnership approach to reform; the project is characterized by full collaboration between public schools and higher education. Teams of educators from all colleges within the university that share in the preparation of teachers and from public schools in nearby counties are working together to use the best of research and practice in achieving the project's goals. The Benedum management planning team—consisting of the project's principal investigator, director, assistant to the director, and four associate directors—supports and facilitates the work of the interdisciplinary teams.

A central part of the Benedum Project is the selection of three to six professional-development schools. PDS sites are similar in concept to teaching hospitals. They are places for teaching professionals to test different instructional arrangements, for novice teachers to collaborate with and learn from experienced practitioners, for the exchange of professional knowledge among higher education faculty and public educators, and for the formulation of new structures and innovative professional-development opportunities designed around the demands of the contemporary teaching profession. PDSs established during the Benedum Project are intended to be self-renewing sites of professional development and educational improvement, where innovation and collaboration will continue to occur after the initial grant period ends.

The first professional-development schools were selected through a collaborative process late in 1989. All public schools in several counties of north central West Virginia had the opportunity to endorse the principles underlying the PDS concept and to apply to become a PDS site. Beginning in early 1990, the staffs of PDS schools identified site-based goals for the improvement of teaching and learning and collaborated with university faculty on projects designed to achieve these goals.

The financial and human resources needed initially for the professional-development schools will come from the Benedum grant, from West Virginia University, and from the local public school systems. Additional PDS sites may be added in the future. Also, dissemination activities are planned to facilitate similar school-college partnerships in other parts of the state.

Though the Benedum Project has just begun its activities, both formative and summative evaluation are

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being planned. The role of the associate project director for documentation, evaluation, research, and dissemination was created with this need in mind—to help ensure that appropriate data and information are available so that project processes and outcomes can be effectively assessed, and so that project information can be shared with others. An external evaluator from Harvard University is collaborating with project staff on evaluation strategies.

CONTACT:

Teresa Field
 Associate Director for Professional Development
 Schools
 College of Human Resources and Education
 P.O. Box 6122
 West Virginia University
 Morgantown, WV 26506-6122
 (304) 293-5703

WEBER STATE COLLEGE WEMATH Network Reference Number: 20305

The Northern Utah Mathematics Network (WEMATH) was inspired in 1986 by the observation that teachers, mistakenly believing complete laboratories are needed to make computers instructionally useful, typically restricted their computer use to word processing and record keeping. In the absence of available software, a way was needed to train users and to produce usable programs for classroom demonstration, using a single computer, of such activities as drills, graphing, simulations, and data generation. The solution was to train teachers to (1) use a computer creatively as a tool vastly superior to a chalkboard; (2) develop their own classroom materials; and (3) share programs, ideas, and successes through both human and electronic networks.

In the first three years, more than 120 teachers from 83 middle and high schools throughout Utah, southern Idaho, and western Wyoming participated in summer workshops and became network members. More recently, elementary teachers have been included. Weber State provides central training facilities and staff, aided by major grants from AT&T, the National Science Foundation, the U.S. Department of Education Title II program, and software vendors. School districts supply computers, modems to connect classrooms to the network, and other forms of teacher support.

During summer workshops, participating teachers first learn LOGO, BASIC, or other programming languages, then develop original instructional ideas into classroom demonstrations. Exemplary products are

edited and stored in a Weber State College computer, where they are accessible to all network users. This growing library contains several hundred programs. Periodic meetings and constant electronic access reinforce training programs throughout the year.

The project has had a rejuvenating effect on both college and school participants. Through the network experience, teachers have not only expanded their repertoire of teaching tools but gained deeper mathematical understanding of, and made original contributions to, mathematical pedagogy. Positive effects on self-esteem, professional confidence, enthusiasm, and morale have been obvious to both program staff and school administrators. Electronic monitoring of network use and classroom visits by project staff validate increases in classroom computer applications. Teachers have shared their experience by presenting workshops to colleagues, giving papers at professional meetings, and talking to PTA groups. WEMATH was recognized in 1987 as an exemplary project by the U.S. Department of Education.

CONTACT:

Dr. Patricia P. Henry
 Professor of Mathematics
 Weber State College
 Ogden, UT 84408-1702
 (801) 626-6098

MONTCLAIR STATE COLLEGE

Project THISTLE: Thinking Skills in Teaching and Learning
 Reference Number: 20332

Project THISTLE: Thinking Skills in Teaching and Learning was designed to improve the basic skills of college-bound urban students by working with their teachers in an integrated process of curriculum and staff development. The major emphasis of Project THISTLE is on the preparation of classroom teachers to strengthen the critical-thinking abilities of their students, helping students to develop the skills and dispositions to engage in intellectually constructive and reflective encounters with ideas within the content areas.

Planned as a cooperative higher education/local education agency venture involving Montclair State College and the Newark Public Schools, Project THISTLE has been in continuous operation since 1979. Initially, Project THISTLE was funded by the New Jersey Department of Higher Education, in the interest of reducing the need for remedial support of poorly prepared college entrants; in recent years, funding has been provided by private foundations and Montclair State College. In Project THISTLE, basic skills such as

reading comprehension, analytic writing, and mathematics problem solving are viewed as critical-thinking skills. Working with teachers to strengthen the teaching of critical thinking across the content areas involves them in improving their own understanding of curriculum planning and the learning process.

To date, more than 300 Newark teachers have undertaken the 18-credit graduate program in Project THISTLE. At present, approximately 10 Montclair State College faculty and 75 Newark teachers are actively engaged in the project. In addition to the coursework, additional ad hoc sub-projects are added to meet teachers' perceived needs, requests for opportunities for service, and further professional growth.

A series of evaluation studies has shown that students whose teachers were enrolled in the project consistently outperformed their peers and exceeded their own anticipated performance on standardized tests of basic skills.

Montclair State College has benefited from the project in that it provides a vehicle for a cooperative relationship with New Jersey's largest urban school district that is designed to help improve the quality of instruction and the likelihood of student success in that district. This is clearly an important part of the mission of the college. In addition, the project serves as an effective tool for recruiting graduate minority students. The district benefits by having the services of the college available to teachers, and through them to students, to increase the likelihood of graduation and college attendance by students.

In recent years, Project THISTLE has become associated with the Institute for Critical Thinking at Montclair State College. Faculty involvement in Project THISTLE has contributed to the college's ability to assume a leadership role in the field of critical thinking, particularly with regard to teacher education and professional development.

CONTACT:

Dr. Wendy Oxman
Director, Project THISTLE
Montclair State College
Upper Montclair, NJ 07043
(201) 893-5184

In response to the goals of the Holmes Group—to connect colleges of education more closely with schools and to make schools a better place for teachers to work and learn—a pilot Holmes Professional Development Team project was initiated for the 1988-89 academic year, in collaboration with the Fayette County Public School System. Six teams, four elementary and two secondary, experimented with new approaches to field experiences, student teaching, and professional development. Each team consisted of four classroom teachers, four university students, one university representative, and the school principal.

Two major goals formed the basis of the team work. The first was to enable school and university personnel to work cooperatively on professional-development issues such as planning, evaluation of instruction, special workshops, and professional meetings. The second was to improve the quality of instruction to pupils. Financial support for each team for materials, class activities, and travel to professional meetings was provided by small grants from the Fayette County Public Schools and the Appalachian Education Laboratory.

Within these two broad goals, each team outlined specific instructional strategies, plans for professional improvement, and other related activities to guide the project. Examples of instructional strategies include (1) enhancing students' understanding of economics through integration in various areas of the curriculum (i.e., science, math, and reading) and (2) modifying language arts instruction to incorporate activities into all aspects of the curriculum and give individual attention to students experiencing difficulty learning to read and write. Professional-development activities were varied and numerous. Each team sent members to national professional meetings; two teams arranged for student members to attend. Classroom teachers on three teams lectured at university classes, and two university team members presented demonstration lessons in participating classrooms. Students and teachers on several teams videotaped lessons and analyzed their performance at team meetings. One team conducted parent workshops and initiated a parent tutoring program for students experiencing reading difficulties.

A survey of participants, including parent volunteers, indicates satisfaction with achieving the stated goals. Teachers attributed professional growth to the team effort and reported benefits for students resulting from use of innovative instructional activities and parent tutoring. An outgrowth of one team's work is the implementation of a new language arts curriculum. The collaborative nature of the project, in which all members were considered equal members with complementary roles, seemed to be a key factor in changing attitudes and bringing about curricular changes.

Part Two

CONTACT:

Dr. Sharon Brennan
 Director of Field Experiences
 University of Kentucky
 1-A Frazee Hall
 Lexington, KY 40506-0001
 (606) 257-1857

CLEVELAND INSTITUTE OF ART

Basic Art Support in the Curriculum (BASIC)
 Reference Number: 20402

Basic Art Support in the Curriculum (BASIC) is an outgrowth of the Cleveland Institute of Art's commitment to serious, comprehensive art education for individuals at all levels. Through the BASIC program, the institute sponsors workshops, seminars, and special events designed to offer personal enrichment opportunities to art education professionals in northeast Ohio's primary and secondary schools.

The project, instituted in 1986, is funded by the National Endowment for the Arts, with matching funds from the institute and additional support from the Martha Holden Jennings Foundation. BASIC workshops are held twice a year, fall and spring, and have an average enrollment of 70 teachers for the program. Using the institute's faculty or other outstanding artists, workshops meet 9-5 on Saturdays. They offer art educators an opportunity to experience a wide variety of disciplines, which not only helps them to develop as artists but also provides them with sufficient information to incorporate the new techniques and ideas in their classrooms. The workshop programs range from Insights on Teaching Art to Multicultural Students, to How to Photograph Art Work, and Computer Graphics. An informal luncheon is provided at mid day, along with a brief meeting. The state supervisor of art education was a recent guest and spoke on "Curriculum-Based Art Education," while another meeting focused on the experiences of two local art teachers who spent the summer in a New York-based art educators program.

Evaluations are very positive. Art educators are excited about the workshop program, which presents excellent instruction they can incorporate into their curriculum. It also offers a camaraderie with other art educators and establishes a linkage with a professional art school. The institute profits from this program by having the chance to parade its facilities and instructors before an influential group that holds a key place in the admissions process.

Another aspect of the BASIC program is the Visiting Artist program. Instituted in 1987, the program gives

schools the opportunity to have a professional artist in the classroom. The institute held six programs aimed at 900 elementary and middle school students last year. As with the BASIC workshop program, the institute uses its own faculty or selects outstanding artists. Students are able to observe professional artists at work in many media. Visiting artists often show and discuss slides of their own work and other fine examples, thereby creating interaction between the discipline and art history, aesthetics, and art criticism.

These programs are invaluable to the institute. Students stimulated by these encounters with art may begin to see art as a career possibility or may develop interest in art as a consumer or as an advocacy. The response from the visited schools has been overwhelmingly positive.

CONTACT:

William Martin Jean
 Director of Continuing Education
 Cleveland Institute of Art
 11141 East Boulevard
 Cleveland, OH 44106
 (216) 229-0895

DARTMOUTH COLLEGE/PHILLIPS ACADEMY

Andover-Dartmouth Urban Math Teachers' Institute
 Reference Number: 21219

The Andover-Dartmouth Urban Math Teacher's Institute is an intensive four-week mathematics program conducted each summer for 30 secondary school teachers from the urban public school systems of Atlanta, Baltimore, Cleveland, Detroit, and Fort Worth. It is sponsored jointly by Phillips Academy and Dartmouth College and is conducted on the campus of Phillips Academy, in Andover, Massachusetts. Teachers selected for the institute attend at no cost to themselves or to their school systems, since all costs are covered by the foundation that funds the program. The program's instructors are seasoned members of the Phillips Academic Mathematics Department and professors from the mathematics department of Dartmouth College.

The Andover-Dartmouth institute contributes to the improvement of mathematics education of minority youth by addressing the critical shortage of well-qualified mathematics teachers in several urban school systems where student populations are largely black or Hispanic. The specific objective is to upgrade the teaching capabilities of experienced secondary-level mathematics teachers who (1) teach in schools with large minority

populations, (2) currently teach first-year algebra or geometry, or (3) have not recently studied mathematics or who lack a solid academic background in mathematics and aspire to teach higher-level courses.

The program develops in teachers a deeper understanding of the content of high school mathematics, rather than focusing on graduate or college-level subject matter, and fosters a greater sense of confidence and effectiveness. Attention to methodology is implicit rather than explicit. The design assumes that the participants are experienced teachers who, more than anything else, need to improve their mastery of high school mathematics so that they can successfully take on teaching assignments above the level of first-year algebra.

All participants take three closely coordinated courses (four class periods a day) providing a total of 23 hours of classroom instruction per week. Classes are taught in sections of 15 participants each.

Two of these courses center on the algebra, trigonometry, and pre-calculus material normally covered in a college-preparatory program. Much of the treatment will be new to participants, particularly the heavy emphasis on basic function concepts, graphing techniques, algebraic proof, inequalities, the wrapping function approach to trigonometry, and the solution of sustained, demanding problems. The third course introduces computer programming, using Apple computers and BASIC. The course helps participants use microcomputers to enhance their teaching of high school mathematics; it is not intended to prepare people to teach computer science. Primary consideration is given to computer use for problem solving.

One afternoon a week, a Dartmouth mathematics professor presents a seminar on a topic relevant to high school mathematics. After a question-and-answer period, the seminar adjourns for a social hour and picnic, an opportunity for informal discussion among participants, instructors, and the Dartmouth mathematician.

Institute courses do not include explicit study of teaching methodology. This aspect of teaching is addressed by participants' observation of mathematics classes in the (MS)2 Program, a Phillips Academy summer program in mathematics and science for talented minority public high school students from grades 9-11. In these classes, institute participants watch experienced Phillips Academy (MS)2 teachers teach high school students the same material the participants are studying at the institute.

To further encourage professional growth, all institute members participate in the weekly evening forums, which bring in recognized math educators as speakers to stimulate a lively exchange of ideas among participants about effective teaching strategies and other issues relevant to the teaching of high school mathe-

matics. Much of the institute's success depends on its residential nature and on cooperative learning—rather than competition—among 30 teachers from geographically diverse cities.

To apply for participation in the Andover-Dartmouth Math Teachers Institute, candidates must submit two forms—their own application and a recommendation form filled out by either their school principal or math department head, and signed by both. These forms are available from the mathematics coordinator for each targeted city.

CONTACT:

C. Dwight Lahr
Dean of Faculty
Dartmouth College
Hanover, NH 03755
(603) 646-3999

IDAHo STATE UNIVERSITY

The League of Schools
Reference Number: 21063

The League of Schools was developed to address what Idaho State University (ISU) and the local school districts saw as a need for more effective teacher inservice training practices. The League's purpose is to provide a process and vehicle for collaborative staff-improvement activities. The League of Schools currently consists of 15 southeastern Idaho school districts and ISU's College of Education and College of Arts and Sciences. The participating districts serve 31,375 students.

The project is staffed by a coordinator and a secretary. Half of the coordinator's salary comes from the member districts as dues and the remaining half from the College of Education. Classes or activities are funded by the sponsoring district, teachers, or grants through a contract. Through this method, districts are able to receive services at a reduced price.

Activities of the League of Schools are provided by the College of Education and the College of Arts and Sciences at ISU as credit or noncredit workshops, courses, or activities. In addition, the League coordinates inservice activities from other institutions or individuals. Most programs are delivered on a building/school district level. Multidistrict workshops are arranged for activities involving several districts. These workshops are cost-effective, and they contribute to collegiality among districts.

The League of Schools emphasizes collaborative planning and programming among the ISU College of Education and administrators and teachers from the schools. School districts are encouraged to do annual

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needs assessments, and the training is based on direct response to those needs. The collaboration strengthens the college faculty, serving as a vehicle to promote change and become more responsive to the needs of participating school districts, and provides valuable input into the university's training programs for teachers, administrators, and other personnel.

The League's concept addresses not only the staff-development issue but also the larger issues of school/university cooperation, structural relationships and inter-institutional responsibility, and general school improvement.

CONTACT:

Angela Luckey
Coordinator, League of Schools
Idaho State University
Box 8059
Pocatello, ID 83209-0009
(208) 236-3202

RIDER COLLEGE

Professional Alternatives Consortium for Teachers

(PACT)

Reference Number: 20188

The Hopewell Valley Regional School District joined Rider College's School of Education and Human Services in spring 1988 to establish the Rider-Hopewell Valley Professional Alternatives Consortium for Teachers (PACT). A steering committee of faculty and administrators from the college and the school district designed the program to address Hopewell Valley's desire to recognize its outstanding teachers and provide opportunities for professional renewal, and Rider's need to establish working relationships with public school teachers and to revitalize its Master of Arts in Curriculum and Instruction program.

In order to meet the goals of both the college and the school district, the steering committee designed a Master of Arts in Curriculum and Instruction program that reflects the needs of inservice teachers. Two field-based courses—Practicum in Curriculum Inquiry, and Practicum and Research in Applied Learning Theory—are completed in the teachers' own classrooms and taught by Hopewell Valley teachers. Four Hopewell Valley teachers, in recognition of the talents they have to share with colleagues, will be responsible for the field-based courses. They will hold the rank of clinical adjunct instructor at Rider College and will be designated as PACT "support teachers." Thirteen Hopewell Valley teachers have enrolled in the master's program as PACT "staff teachers." Two Rider faculty members will provide

training and ongoing collaboration with the support teachers as they learn the skills required, and respond to the needs of the staff teachers they serve.

The PACT program is jointly funded by Hopewell Valley Regional School District and Rider College. The school district provides half-time release from classroom teaching responsibilities for the support teachers to coach and collaborate with staff teachers in their own classrooms; the college pays the support teachers for consultation and guest teaching at the college. The staff teachers' tuition is paid in the form of reimbursements from the school district and scholarships from the college. The college provides the two Rider faculty members with released time to fulfill their PACT responsibilities.

Initial training of the support teachers began in summer 1989, and the first field-based course was offered in fall 1989. Anticipated benefits include these:

- (1) the development and refinement of a Master of Arts in Curriculum and Instruction program that responds to the needs of inservice teachers, develops theoretical knowledge in the context of teachers' own practice to overcome the traditional division between theory and practice, and leads to immediate benefits for both teachers and children;
- (2) the continuing revitalization of Hopewell Valley and Rider faculty members, as they share responsibility for the education of preservice and inservice teachers.

Rider-Hopewell Valley PACT is an adaptation of Jefferson County (Colorado) Public School's PACT program that reflects the needs, goals, and resources of the local participants.

CONTACT:

Dr. Dennis C. Buss
Associate Professor of Education
Rider College
2083 Lawrenceville Road
Lawrenceville, NJ 08648
(609) 895-5474

UNIVERSITY OF ALASKA AT FAIRBANKS

UAF/Denali Science Teaching Project

Reference Number: 20181

At Denali School, Alaska's first magnet elementary school to focus on science, the staff has joined with the school district administration and University of Alaska at Fairbanks faculty in an effort to prepare teachers to significantly revamp science education. With a population of 400 in grades K-six and a staff of 20 teachers who are actively seeking science training, Denali is an ideal model for school-wide change. Given this impetus for change and the identified needs of training teachers,

a three-year plan was developed, focusing on training in science content and methods to develop critical-thinking skills.

- The specific goals of this project are as follows:
- (1) to increase knowledge of science processes and science content in the life science area, with an emphasis on the Alaskan environment;
 - (2) to increase knowledge of current trends in science education and strategies for effectively teaching science to young children.

These goals were accomplished by the development of a unique school district-university partnership during the 1989-90 academic year, affording teachers the opportunity to enroll in a year-long, specially designed science course in the life sciences; undertake science internships under the direction of university science faculty; learn effective strategies for teaching science; and travel to seminars and science conferences of national impact.

The training efforts for year one emphasized guided-discovery science within the context of the Alaskan environment. The expected outcomes of these activities for teachers were (1) increased knowledge and awareness of ways to improve science teaching; (2) development

of an educational philosophy for hands-on investigative science; (3) awareness of new ideas, materials, and other resources for teaching science, especially as related to the local environment; and (4) development of skill and confidence in teaching science so that the teachers can serve as catalysts to teachers at other schools within the district and state.

The project will also coordinate within the state with other established efforts to enhance science instruction, such as the Sea Week project, the Alaska Science Consortium, and state model science curriculum. This project will serve as a model for collaborative efforts between higher learning institutions and local educational agencies in Alaska and the nation. The budget for the project from August 27, 1989, to June 1, 1990, was \$47,126.

CONTACT:

Pat Nelson
Professor of Education
University of Alaska at Fairbanks
Gruening Building, 7th Floor
Fairbanks, AK 99775-0600
(907) 474-6439

SECTION TWO:

Recruitment and Retention, Preservice Programs, and Early Career Support

STATE UNIVERSITY OF NEW YORK COLLEGE AT FREDONIA

Fredonia/Hamburg Teacher Education Center
Reference Number: 21075

The idea for the Fredonia/Hamburg Teacher Education Center rose out of a meeting in 1972 between the Hamburg Central School District and the State University of New York (SUNY) at Fredonia's Education Department and Teacher Education Research Center. Participants met to discuss educational philosophies and desired competencies for teacher education. What resulted was a field center for the training of teachers as a consortium effort by Fredonia and the Hamburg schools.

The purpose of the center is to provide a competency-based training program for elementary and junior high teachers, in which classroom observation, supervision, and teaching-skills development are coordinated with and reinforced by the instruction they

receive in learning theory and teaching methods for language arts, mathematics, reading, science, and social studies. A steering committee comprised of representatives of the building principals and teachers from the Hamburg schools, faculty from Fredonia's Education Department, college administrators, and undergraduate interns provides direction for the center.

The preservice training provided by the center includes seminars and internships. Methods seminars led by the college faculty are conducted on site in Hamburg. The seminars are organized according to the interns' needs and classroom responsibilities. A major feature is that each senior participates in three 11-week internships in the Hamburg Central School District. All aspects of the year-long program focus on five competency areas: concerns for individuality, human relations, decision making, content skills and techniques, and philosophical position.

After extensive evaluation, center staff report three specific benefits of their preservice program: (1) the Hamburg teachers who work with the interns have

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participated in the planning and structuring of the program, which promotes a higher-quality experience for interns; (2) college staff involved in the program are strongly committed to the concept of a cooperative approach, which promotes a close working relationship and mutual respect between the Hamburg teachers and administrators and the college faculty; (3) being field-centered, the program quickly immerses the interns in their role. This is further promoted by requiring interns to live in Hamburg for the entire year.

The Fredonia/Hamburg Teacher Education Center received the 1985 Distinguished Program National Award from the Association of Teacher Educators.

CONTACT:

Dr. Matthew J. Ludes
Chairperson, Department of Education
Thompson Hall
SUNY College at Fredonia
Fredonia, NY 14063
(716) 673-3311

VIRGINIA COMMONWEALTH UNIVERSITY
Collaborative Teacher Education Program
(CoTEEP)
Reference Number: 21129

The Collaborative Teacher Education Program (CoTEEP) was initiated in 1984 by Richmond City Public Schools (RPS) and Virginia Commonwealth University (VCU) to establish and document a collaborative approach integrating preservice and inservice teacher education. The three-year pilot study was funded in part by the Virginia Department of Education. The partnership involves participants in six Richmond elementary and middle schools, RPS central office personnel, VCU faculty and administrators, selected elementary education majors, and representatives from the Virginia Department of Education.

In support of the concept of teacher education as an ongoing, developmental process, CoTEEP moves students from earliest preservice experiences, through provisional certification as beginning teachers, to certified teacher status. Throughout the process, students work with classroom teachers who are, in turn, working with VCU faculty in a sequence of supportive school-based leadership experiences leading to the designation of "mentor-lead teacher." Mentor-lead teachers have supportive leadership roles in working with preservice students, beginning teachers, and peer teachers in their schools.

CoTEEP and its resources are planned for four target

populations: preservice students, participating inservice teachers, RPS schools, and VCU faculty. For preservice students, the programs provide a collaboratively planned and supervised sequence of field experiences. For inservice teachers, a sequence of innovative, on-site workshops/seminars carry prepaid VCU graduate credits. For RPS schools, the programs bring consultant and resource services. VCU faculty have the opportunity to field-test ideas in classroom demonstrations and to develop innovative inservice approaches.

CoTEEP has both immediate and long-range implications for teacher education. The collaborative model is supported in the literature as a positive approach to inservice education. The comprehensive evaluation design responds to the need for documentation of inservice approaches, including collaboration, cited in the literature as a critical gap in the knowledge about teacher education. Since its inception, the project has been modified in response to formative and summative evaluation data.

CONTACT:

John A. Oehler
Dean, School of Education
Virginia Commonwealth University
1015 W. Main Street
Richmond, VA 23284-2020
(804) 367-1308

CLEVELAND STATE UNIVERSITY
Teacher Training Centers/Classroom Teacher Educators Urban/Suburban Consortium
Reference Number: 21054

To provide effective early field placement for preservice teachers, Cleveland State University (CSU) established Teacher Training Centers. The four main goals of the centers are to develop (1) congruence between university instruction and classroom practice; (2) communication between school and university, including shared decision making; (3) a corps of committed classroom teachers who view participation in field experience as an opportunity for growth; and (4) effective supervision of students' field experience.

The present plan for field experience at CSU evolved from a pattern of scattered placements into a structured program in which all students are placed in one of six centers (two inner-city and four suburban). All centers are linked to the university with governance arrangements that include coordinating committees composed of "classroom teacher educators," building principals, central office personnel, and a university representative. The center committees control the use of staff-

development funds granted by the College of Education.

CSU's field experience program uses specifically trained classroom teacher educators (CTEs) who work with education students on a continuing basis. CTEs agree to work with preservice students, and methods students or student teachers are placed in their classrooms continuously throughout the year. In addition, CTEs function as resource persons for other teachers in their buildings who have field-experience students but who are not CTEs themselves. CTEs also assist occasionally with university classes and participate on center committees. All CTEs enroll in special training courses for graduate credit. The courses focus on instructional supervision, as well as a familiarization with the undergraduate curriculum as it relates to field experience. CTEs have full line authority over student teachers assigned to them, and are therefore compensated in accordance with their additional responsibilities.

Extensive evaluation of the centers and the CTE system shows that each of the four goals is being met. For example, a questionnaire revealed that CTE placement students perceived their experience to be more valuable than did those students who had a more traditional experience. Thus, a congruence between the field and college classroom components is perceived as leading to a more valuable field experience.

CONTACT:

Robert H. MacNaughton
Professor and Director, Field Services
Cleveland State University
Cleveland, OH 44115
(216) 687-4572

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Single Subject Credential Fieldsite Program
Reference Number: 21043

In an attempt to integrate theory and practice more successfully in preservice teacher education, California State University (CSU), Stanislaus, established the Single Subject Credential Fieldsite Program. The goals of the program are to (1) provide students with a means of meeting the requirements for the California basic credentials needed to teach in high school or junior high school; (2) certify that the student teacher will have a solid foundation in the skills—both performance-based and knowledge-based—necessary to begin the process of becoming an excellent teacher; (3) ensure involvement of school district personnel in teacher preparation in a variety of ways; (4) provide the student teacher with a program that closely integrates theory and practice; and (5) provide the student teacher with skills for

working with students from diverse cultural backgrounds.

The program is divided into two semesters and one winter intersession of four weeks. All university classes but one are taught on site in a public high school classroom. During the first semester, students' responsibilities include observing various classes, serving as a teaching assistant to learn about the many dimensions of classroom life, and providing individual instruction to a junior high school and a senior high school student five days a week, with emphasis on diagnosis and remediation of learning difficulties. During the intersession, students continue their coursework and observe the teachers with whom they will be student teaching. In the second semester, coursework continues, and each student teacher is responsible for teaching one class at the high school level and one at the junior high school level.

A director, who is a full-time CSU, Stanislaus, faculty member, is assigned to each site, or "center," which houses 20-30 preservice students. Most university courses are taught at the centers, and the same students and director stay together throughout the entire program. The director is also responsible for some of the student-teaching supervision. The responsibilities of the school district for each center are to provide a classroom for the university's use and supplies such as desks and phones. The program currently has three centers.

The CSU, Stanislaus, Single Subject Credential Fieldsite Program was cited by the American Association of State Colleges and Universities in its 1985 Showcase for Excellence competition for Developing More Innovative Curricula in Teacher Preparation Programs.

CONTACT:

Jane Diekman
Coordinator, Department of Teacher Education
School of Education
California State University, Stanislaus
Turlock, CA 95380
(209) 667-3367

UNIVERSITY OF PITTSBURGH

Administrator in Residence Program
Reference Number: 20234

In 1986, the Department of Administrative and Policy Studies at the University of Pittsburgh established the Administrator in Residence Program. The primary function of this group is to interact with university faculty who have responsibility for the training and licensing of elementary and secondary school principals, assistant

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superintendents, and superintendents. This interaction took place in classrooms with graduate students, in faculty meetings with educational administration professors, and in school districts with teachers and administrators.

Each year, four to six superintendents from western Pennsylvania are carefully screened and selected to participate. Fifteen superintendents have participated in this program since 1986. These individuals are available for consultation with the university faculty on items such as program planning material, course content, certification requirements, and general reality testing of the world of work. They function as guest lecturers and instructors, members of dissertation committees, mentors of students aspiring to be school administrators, and members of faculty research teams. They provide assistance in identifying, developing, and implementing school-based research. Participants in this program are involved three days per month on average. Each receives a small honorarium to help defray the cost of parking and other expenses.

Many benefits accrue for both institutions. University faculty are more aware of the need to relate theory to practice, while superintendents experience a similar need to relate practice to theory. The Department of Administrative and Policy Studies, the School of Education, and the university benefit by the excellent working relationships (including excellent public relations) created by this program. School districts benefit by the establishment of long-term working relationships with individual researchers and research teams.

The benefits for the individual have been significant and far-reaching. Superintendents have had opportunities to (1) reassess their administrative styles, (2) reflect on their value systems, and (3) explore new research and literature on topics directly related to their areas of responsibility. Educational administration faculty are more informed as to the problems facing school administrators and opportunities available for school-based research. Faculty have established long-term professional relationships with practitioners that have resulted in high-quality school-based research.

CONTACT:

Nicholas DeFigio

Coordinator, Administrator in Residence
Program

University of Pittsburgh
5520 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7167

EASTERN MICHIGAN UNIVERSITY

Collaboration for the Improvement of Teacher Education (CITE)

Reference Number: 20369

In 1985, Collaboration for the Improvement of Teacher Education (CITE) was established when Eastern Michigan University (EMU) received one of 30 three-year grants from the federal Office of Educational Research and Improvement. The grants are designed to foster collaboration between higher education and local school districts in an effort to use research to improve teacher education.

CITE brings teachers, university faculty members, and school administrators together to improve the professional core of a large teacher program at EMU, a program that recommends more than 1,000 initial elementary and secondary education teaching certificates each year. The Ann Arbor Public Schools, Lincoln Consolidated Schools, Ypsilanti School District, and Willow Run Community Schools became the collaborating districts because a majority of EMU students complete their field experiences in these districts.

The CITE program consists of three key elements that together define its innovative character: (1) the integration of contemporary research into a newly revised teacher-education program, specifically into three core courses (Curriculum and Methods, Measurement and Evaluation, and Social Aspects of Teaching); (2) the development of a set of collaboratively designed field experience activities that are based on contemporary research; and (3) the creation of collaborative roles and structures that will elevate and enhance the relationships between the university and the school districts.

The major goal of the CITE program is to develop reflective pedagogical thinking in third-year education students. EMU students are encouraged to use the research-based concepts and principles taught in the three core courses in a reflective manner when making decisions about classroom events. The major premise is that students need to begin to consider the classroom and social conditions that influence the application of research-based knowledge, and not merely to have students go out to classrooms to perform teaching skills in a routine manner.

To participate in CITE, students must enroll in the block core classes. In addition, students go to a CITE classroom teacher educator's school for a half-day each week to conduct activities assigned by their professors. While on site, the students are encouraged to experiment with certain teaching and learning concepts and to analyze lessons in light of student characteristics, school settings, and districts. The field assignments, developed

by classroom teachers and university faculty, are structured to facilitate this experimentation and analysis. These field assignments are continuously evaluated and rewritten by the classroom teachers and faculty so as to incorporate the most recent research findings. The culminating activity is a week-long mini-unit. The student works all semester with professors and the classroom teacher to develop ideas, materials, and plans for this week.

A collaborative research team is involved in continuous evaluation of the program. The team has developed an interview technique and a framework for coding reflective pedagogical thinking. The student data is encouraging. In addition, more than 80 percent of the students expressed great satisfaction with the CITE program. Moreover, 96 percent of the classroom teacher educators saw a great benefit for EMU students and for themselves. Teachers reported that they appreciated the opportunity to make a valuable contribution to the preparation of teachers. They enjoyed assisting teachers as they begin their careers. In addition, they appreciated the collegiality afforded them by their participation in CITE. The CITE professors find the most satisfying aspect to be the ease with which course concepts can be taken to a deeper level.

In 1988, Eastern Michigan University received the American Association of Colleges for Teacher Education's Distinguished Achievement Award for Using Research in Teacher Education for the CITE program.

CONTACT:

Amy B. Colton
Project Director, CITE
Eastern Michigan University
234 Boone Hall
Ypsilanti, MI 48197
(313) 487-2058

tive track for elementary education majors called the Program for Learning Competent Teaching. Now in its fifth year, this program has been extended to cover practically all of a student's required education courses in two semesters. These blocks emphasize the personal and professional growth of students through a combination of classroom teaching and academic learning. Students learn teaching skills by teaching daily under the supervision of classroom teachers and university personnel. They also participate in lectures, seminars, and demonstrations on-site.

Several aspects of this program are distinctive. Block I content includes the various method courses related to language arts, bilingual teaching, and integration of music, art, dance, and drama with academic learning. In the experiential part, the major emphasis is on classroom teaching procedures and teacher-child interaction.

Block II, the second semester, includes courses related to science, mathematics, and social studies teaching. Students are expected to demonstrate advanced teaching techniques and teacher-child interaction skills. A heavy emphasis is placed on personal development as measured by Perry's Scale and professional development along the lines of David Berliner's teaching stages.

Student teaching is a continuation of the program. Students are evaluated on the basis of their teaching proficiency and encouraged to continue their personal and professional growth according to an individual growth plan. Contact with graduates will be by means of a newsletter, now in the planning stage.

Student acceptance of the program has been very strong, since all students are volunteers. Public school acceptance has been outstanding, with recruiting directed specifically toward Block students in some cases.

CONTACT:

Dr. Margaret Hatcher
Associate Executive Director
Center for Excellence in Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011
(602) 523-2641

NORTHERN ARIZONA UNIVERSITY
Program for Learning Competent Teaching
Reference Number: 21064

Experiential programs, such as the one described below, have different objectives and goals from traditional on-campus classes. Semester goals are concerned with helping students learn teaching skills. On-campus classes provide information designed to help students later when they start their classroom teaching experiences. These different goals result in different objectives and a completely different orientation.

In cooperation with Flagstaff Public Schools, Northern Arizona University has developed an alterna-

UNIVERSITY OF LOUISVILLE

Center for the Collaborative Advancement of the
Teaching Profession
Reference Number: 20419

The Center for the Collaborative Advancement of the Teaching Profession, housed in the University of

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Louisville's School of Education, was designated in 1987 as one of Kentucky's five statewide centers for excellence in education. Center activities are helping to establish professional-development schools in cooperation with local schools, supporting new efforts in collaborative classroom research and professional development, restructuring the School of Education's teacher-education curriculum in line with the recommendations of the Holmes Group and other reform reports, and designing alternative programs to attract minority and second-career candidates to the field of teaching.

The center is funded by the Kentucky Council on Higher Education and serves the students and faculty members of the School of Education and other units of the university, as well as the personnel and students of the Jefferson County Public Schools (JCPS) and other school districts in the university's service area.

Codirected by Raphael O. Nystrand, dean of the School of Education, and Terry Brooks, administrative liaison of the JCPS/Gheens Professional Development Academy, the center's purpose is to implement changes in teacher education in concert with efforts to change the conditions of teaching. The marriage between the School of Education and local schools, which characterizes the more than 20 center programs, ensures that questions of teacher-education reform are considered within the context of the teaching profession and not simply as matters of independent curricular change.

The day-to-day operation of the center is overseen by a steering committee comprised of university and JCPS administrators and faculty members. The center's advisory board, whose membership also consists of a cross-section of university and school district representatives (both JCPS and other systems), assists in determining priorities, programs, and policies for the center.

Guided by the recommendations of the reports by the Carnegie Forum on Education and the Economy and by the Holmes Group, the center is supporting model extended and alternative programs in the areas of elementary, secondary, and special education. These programs are intended as a means of recruiting able candidates who may have pursued other careers first. In keeping with the philosophy of the professional-development schools, these teacher candidates work on teams comprised of experienced teachers, principals, and faculty members from the School of Education. These programs emphasize the integration of field experiences, content-area study, and pedagogy.

The center has also created six clinical instructor positions. These teachers and administrators work toward their Ed.D. degrees at the university, assist at JCPS school sites involved in school-restructuring efforts, teach introductory education courses in the Departments

of Early/Middle Childhood and Secondary Education, and supervise student teachers in those departments. They serve an important liaison function between the school system and the university.

Ongoing evaluations of center programs are conducted by a university faculty member in the School of Education's Foundations of Education Department. In the spring of 1986, a survey was administered to all teachers and administrators in the JCPS professional-development schools. The results yielded significant insights on such factors as teachers' sense of efficacy and empowerment as a result of some structural changes in the professional-development schools.

CONTACT:

Dr. Raphael O. Nystrand
Dean, School of Education
University of Louisville
Louisville, KY 40292
(502) 588-6411

UNIVERSITY OF PENNSYLVANIA

Architecture in Education—Program of the Philadelphia Foundation for Architecture
Reference Number: 20547

Architecture in Education is a program that allows an architecture student to explore the values and methods of teaching school children about the "built" environment, to provide an important public service, and to organize the theoretical and practical training the student has received in a way that heightens learning. Working as part of a team with a classroom teacher and a practicing architect, the student develops weekly lesson plans and leads the class through exercises, field trips, and presentations designed by the team. A final report is required.

Architecture in Education was initiated to increase visual literacy and to educate future decision makers about the elements that shape their surroundings. The program was developed for Philadelphia-area schools, grades K-12. The goal of the program is to help students appreciate and understand the "built" environment, its history, and its relationship to other civilizations and cultures. It has been a successful program to a great extent due to its unique capability to work within the established curriculum and across all disciplines, age levels, and types of classes. The program has been used in history, art, language arts, and science classes. For example, a course in social studies might include city planning exercises, or a math class might include activities on structures or mapping. It also reaches gifted and handicapped learners.

Architecture in Education uses a team approach; that is, a volunteer architect, planner, preservationist, or landscape architect and a university student work with a teacher to develop an eight-week course. Classes meet once a week for 1½-2 hours. Each course varies and depends on the unique composition of the team. As a result, classes can address a range of topics relating to cities—planning and design, the history of neighborhoods, or structures and materials—in math, science, social studies, and language arts classes.

Certain basic concepts and goals are prescribed for lesson plan development under three main headings: perceptual, social, and technological. For example, often the architects and architecture students will engage the younger students in a discussion to encourage an aesthetic awareness of their neighborhood or the larger world around them, or the students are encouraged to keep a journal. Many groups devote one class to a neighborhood walk with picture taking or some other exercise in which students often explore architectural details, conduct their own oral histories, or examine mapping techniques.

Another positive outcome is that university students who work in the program often return as architects. University students are drawn from the graduate architecture program at the University of Pennsylvania and its undergraduate program in the Design of the Environment. Students receive credit and must turn in a notebook at the end of the course.

CONTACT:

Lee Copeland
Dean, Graduate School of Fine Arts
University of Pennsylvania
34th and Spruce Streets
Philadelphia, PA 19104
(215) 898-8321

UNIVERSITY OF NEW ORLEANS
Portal School Collaborative Project in Reading/
Language Arts
Reference Number: 20356

In January 1986, the University of New Orleans and the New Orleans Public Schools established the Portal School Collaborative Project in Reading/Language Arts as an effort to strengthen teacher training and learning in urban elementary schools. The Portal School project assists preservice teachers in developing a knowledge base for the teaching of reading/language arts and learning to think reflectively upon the teaching of reading/language arts. The project assists inservice teachers by demonstrating current, research-based

instructional strategies and providing elementary at-risk students with enhanced opportunities for learning/literacy development. Through the Portal School project, University of New Orleans faculty members and public school teachers join in the preparation of teachers. University students receive six hours of course credit in reading and language arts methodology.

Financial support for this project has been minimal. The university provides payment for a public school teacher to serve as adjunct faculty for one of the methodology courses and as the liaison between the teachers in the school and the university faculty members and students. The public school system provides a site. Any other costs involved (e.g., survey and personality measurements needed for research projects; art supplies used in teaching; travel to and from the school site) have been absorbed by the faculty members and student teachers involved in the course.

Research has shown that the program enhances preservice teachers' professional growth, especially their reflective-thinking abilities. More specifically, separate research studies over the semesters the project has been in existence have shown the following:

- (1) More hours (52) of teaching experience for preservice teachers in natural school settings is more effective than fewer hours (10).
- (2) Distinct developmental stages exist in preservice teachers' reflective abilities.
- (3) Preservice teachers enter teacher-education programs with differing abilities to think reflectively.
- (4) Reflective thinking can be enhanced using particular strategies such as dialogue journals.
- (5) Teaching beliefs can be influenced by the type of teacher-training experiences provided.
- (6) Particular psychological and personality characteristics separate reflective persons from nonreflective persons.

Encouraged by the success of the Portal School project, a new dimension examining its benefits to elementary school children and classroom teachers is being developed in the hopes of securing state funding for the continuation of the project. New research would directly examine the benefits of the project on the interests and attitudes of at-risk children toward reading and language arts, their oral and written language abilities, and their reading ability; it would also examine its impact on classroom teachers' increased knowledge and presentation of research-based instructional strategies for reading/language arts lessons.

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CONTACT:

Dr. Joan P. Gipe
 Professor
 University of New Orleans
 New Orleans, LA 70148
 (504) 286-7047

UNIVERSITY OF VERMONT

The CORE Program
 Reference Number: 20325

The CORE partnership involves three elementary schools and a series of secondary school sites. In 1984, CORE was revised to include a nine-credit required course sequence for prospective education majors before their entry into the professional program. One three-credit field experience course was built into CORE in order to provide a hands-on, university-supervised, feedback-rich school experience for prospective majors. The course, Teachers and the Teaching Process (Ed 56), has become known as CORE to colleagues in the field.

CORE is not a participation course in traditional terms. Originally, campus-based faculty met with faculty from five schools to present ideas fundamental to Ed 56 and to enlist support and participation. The Ed 56 experience was guided by several assumptions:

- (1) Each school site's faculty would influence the design of the Ed 56 experience on its site. Without participation of local school faculty, the university would not run the course. The school faculty members had to experience ownership in teacher education.
- (2) The experience would be contextually sensitive. Though there would be several common requirements across sites, the experience of each site would reflect the specific site.
- (3) University faculty would be on site whenever students were on site. Faculty would be visible and participatory in the experience.
- (4) Schools would be compensated for their contribution to teacher education.
- (5) Public school teachers would have input into the professional quality of preservice students and would have a voice in the acceptance of these students into the professional course sequence.
- (6) Internal funding would be sought to support the program, even though it was going to create a larger budget than the usual campus-based offering.

During the course experience, the students complete 10 observations structured by the CORE faculty and adapted to each school, carry on a reflective journal dialogue with their CORE instructors (tenured faculty members at the university), work with students in their

elementary classrooms, interview school support personnel extensively, and complete a professional project integrating research with an issue or problem they identify as present at their field site.

Since the beginning of the CORE experience, several changes have occurred. Budgetary recessions within the college and department have caused certain costs to be shifted to the students. Currently, the elementary portion of the program is following the original model. A very successful secondary site was closed after two years of operation because the university could not provide incentives at the original level of support. The secondary model has reverted to the more traditional passive observation mode. No middle school site currently exists because of external issues that affected the program.

Over the six years of the program, every sophomore applying to the teacher-education program has had the CORE experience. To date, this includes more than 400 elementary education students and 140 secondary education students. Some 75 public school teachers are directly involved with the program each semester. Principals serve as the lead public school contact at each site. Involved school personnel have become vocal supporters of the internship experience and have voiced their support at politically useful times. More than 95 percent of the students report that the experience is highly useful to them in making their professional program choice; the experience helps their decision making because they feel the level of commitment required by the career. The original team included one faculty member and several graduate students. The entire team now is tenure-line faculty.

The project is funded through the general budget and a student fee. The costs include transportation to sites and a blanket grant to each school for its participation. While small, the grant money is directly fed to the participating teachers and is used in curricular efforts available to the university students.

Assessment of teacher participants indicates a substantial commitment to the project. It allows them to express a commitment to the profession by demonstrating and explicating their choices as teachers in the day-to-day immediacy of their teaching lives. Their dialogue with the students communicates a realistic viewpoint about the profession to students on the verge of committing to a professional program. Combined with an ongoing seminar focusing on the school experience, the program offers the students a high level of information about teaching as a potential career.

CONTACT:

Charles Rathbone
 Associate Professor
 University of Vermont
 534B Waterman Building
 Burlington, VT 05405
 (802) 656-3356

SAN DIEGO STATE UNIVERSITY
 La Mesa Middle School Partnership
 Reference Number: 20520

In 1984, San Diego State University and the La Mesa-Spring Valley School District's La Mesa Middle School began a collaborative effort to improve the teaching effectiveness and the pedagogical skills of both preservice and inservice teachers. The purpose of this united effort is to attract, train, and retrain the middle school teachers needed for the future.

Because California does not have a separate credential for middle school teachers, and few preservice teachers select the middle grades as their first choice, establishing an on-site teacher-education program on a middle school campus seemed a logical way to introduce aspiring secondary teachers to the world of early adolescents.

The program's strengths have been many, including the following:

- (1) The planning and implementation of both teacher-education curricula and school-site instructional strategies have been done by university faculty, district teachers, and administrators.
- (2) Available research and professional experience in areas such as cooperative learning, peer coaching, clinical supervision, and middle school philosophy and organization have been used.
- (3) Experienced teachers have been used as mentors to provide support and assistance to teacher candidates.
- (4) There has been a focus on teacher candidates, teachers, administrators, and university faculty making decisions collaboratively on providing effective learning environments for pre-adolescents.

Although the program has not received any special funding or financial support through grants or other soft dollars, its development was encouraged by the recent surge of reform reports that have persuaded colleges to join forces with school districts to improve teacher training. This model program was designed to capitalize on that research. To date, participants in the program have included 267 preservice teachers, 49 middle school faculty members, 13 middle school staff members, and 9 university faculty members and administrators. The

program fosters an ongoing, effective, and systematic exchange of professional expertise, issues, and interests among the participants as partners in the training of middle school teachers.

CONTACT:

Clifford P. Bee
 Professor of Education
 San Diego State University
 5300 Campanile Drive
 San Diego, CA 92182
 (619) 594-6086

WINONA STATE UNIVERSITY
 WSU/ISD 535 Graduate Induction Program
 Reference Number: 20249

The WSU/ISD 535 Graduate Induction Program is a partnership that provides an exchange of services between Winona State University (WSU) and Rochester (Minnesota) Public Schools. The program allows 15 graduate students from Winona State to enter Rochester's elementary classrooms as graduate teaching fellows.

Each graduate fellow assumes full responsibility for an elementary classroom, as would any other beginning teacher. All fellows have completed Minnesota licensure requirements. The Graduate Induction Program gives them credit for one year of teaching experience. During two summers and three quarters, they receive a fellowship and tuition waivers for credits leading to a master of science in education.

Placing graduate fellows in Rochester classrooms frees the regular classroom teachers to serve as clinical supervisors or curriculum associates. The clinical supervisors coach the fellows in self-identified areas of growth, using collected data in a nonevaluative approach; other responsibilities include consultations, demonstration teaching, instructional feedback, and emotional support. The clinical supervisors serve as members of the Winona State University team of supervisors and as liaisons between fellows, school principals, program coordinators, and the university faculty. They also supervise newly hired teachers and student teachers throughout the Rochester School District.

Curriculum associates work on school district curriculum projects with instructional specialists from Rochester Public School. These projects involve curriculum planning, development, implementation, and evaluation. Curriculum associates also work with the clinical supervisors in providing the graduate fellows with inservice training and instruction.

Winona State University and Rochester Public Schools share program coordinators. They work directly

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with the clinical supervisors, curriculum associates, and graduate fellows as resources, primary-support persons, and course instructors. Their additional responsibilities include program planning, recruitment, program administration, and liaison work between Winona State University and Rochester Public Schools.

Central to the program's operation is the exchange of services made possible by the unique restructuring of the university's and the school district's personnel and monies. The program is sustained through reallocation of current resources (dollars/staff) and is not dependent on outside funding or additional district funding.

Various evaluation procedures are used to monitor the program, such as surveys of current and past participants and follow-up studies of graduate fellows who have obtained full-time teaching positions.

In February 1989, the Graduate Induction Program received the Minnesota Governor's Award for Excellence.

CONTACT:

Dr. Lora Knutson
Coordinator, Graduate Induction Program
Winona State University
Highway 14 East
Rochester, MN 55904
(507) 287-2199

OKLAHOMA STATE UNIVERSITY
The Oklahoma Cooperative for Clinical
Experiences in Teacher Education (OCCETE)
Reference Number: 20222

The Oklahoma Cooperative for Clinical Experiences in Teacher Education (OCCETE) is committed to cooperation among Tulsa Public Schools, member universities, the Oklahoma State Department of Education, professional teacher-education organizations, and the Tulsa community in developing and implementing systematic clinical experiences in teacher education in Tulsa public schools. The consortium of five Oklahoma universities and the Tulsa Public School System is committed to the improvement of teacher education and to quality education.

The purpose of OCCETE is to develop and implement systematic clinical experiences in teacher education in the Tulsa public schools. To accomplish this, OCCETE is governed by an advisory board that has set up committees on education, finance, governance, placement, and evaluation. These committees work together to make recommendations to the OCCETE advisory board in implementing clinical experiences. OCCETE is dedicated to, and given the responsibility of, giving

undergraduate students the best possible theoretical base in teacher education, along with realistic field experiences and practices that prepare students for successful careers in teaching.

Two program areas that require a lot of the OCCETE board's activities are student teaching and early lab and clinical experiences. As the state of Oklahoma requires at least 45 clock hours of early lab and clinical experiences before student teaching, the board is active in ensuring a proper placement with cooperating teachers in the school district to provide a rewarding experience for each student. On student teaching, workshops are conducted to help the student teacher achieve the full benefit of the classroom experience. Programs are also presented for the entry-year teacher, as well as ongoing inservice staff development for the cooperating teacher.

Specific goals have been developed for assessing the quality of clinical experiences, and evaluations of these activities are made each semester. The OCCETE board uses its own procedures to evaluate each of its programs. Recommendations are made to the board as well as to the participating universities.

The board has established an effective committee structure that involves it in active research and in implementing inservice and preservice activities. Data have shown the OCCETE programs are properly developed and administered by the member institutions and the Tulsa Public Schools. OCCETE has goals that are clearly stated and are evaluated each semester and yearly. These goals are research-based and adaptable by other teacher-education programs.

CONTACT:

Dr. Steve Marks
Coordinator, Clinical Experience
Oklahoma State University
101 6U
Stillwater, OK 74078
(405) 744-6252

CALIFORNIA STATE UNIVERSITY,
HAYWARD

Oakland/California State University, Hayward,
New Teacher Support Project
Reference Number: 20396

The Oakland Unified School District/California State University, Hayward, New Teacher Support Project is funded by a grant from the chancellor's office of the California State University and the California State Department of Education to increase the retention of beginning inner-city teachers. The pilot project served 25 new elementary and secondary teachers in each of

its first two years. In 1988-89, it became district-wide and served approximately 200 new Oakland teachers.

Under the project, teachers with less than one year of experience are paired with a teacher-consultant at their site. The new teacher receives four released days to observe other teachers or to visit resource centers, while the teacher-consultant receives two released days. Both new teachers and consultants receive a \$200 professional materials stipend. In addition, new teachers attend a monthly elementary or secondary network meeting and may receive crisis help from on-call district mentor teachers. Orientation materials and support are provided at the beginning of the year.

Teachers with less than a year of experience who are clustered at one of 10 inner-city schools receive two additional days of released time plus biweekly visits from a university consultant from the university's teacher-education program. New teachers with more than one year of experience are invited to attend network meetings and they receive mentor assistance as needed. No direct individual support is provided.

The Oakland/Cal State, Hayward, New Teacher Support Project is jointly administered by the Oakland coordinator of staff development and a Cal State professor of teacher education. Management of different components of the program is carried out by a team of mentors and post-mentors.

Project evaluation from the first two years for teachers receiving the most intensive level of support show a retention rate of 86 percent, as compared with other studies of new inner-city teachers reporting 60 percent. In addition, judgments of classroom effectiveness by both principals and external evaluators were significantly higher for project teachers than for a comparison group of Oakland teachers. In 1988, the New Teacher Support Project received the American Association of Colleges for Teacher Education's Distinguished Program Honorable Mention. Because of the project's success, the California state legislature extended its funding beyond the three pilot years to a fourth maintenance year.

As an outgrowth of the project, two inner-city elementary induction schools are being developed jointly by Oakland and Cal State, Hayward. These schools will also serve as intern sites for Cal State's new Urban Intern Program and a staff-development site for Oakland.

CONTACT:

Louise B. Waters
Associate Professor, Teacher Education
California State University, Hayward
Hayward, CA 94542
(415) 881-3009

CLEVELAND STATE UNIVERSITY

Teacher Induction Program

Reference Number: 21055

Cleveland State University (CSU) faculty introduced the Teacher Induction Program because they felt that first-year teachers are often left alone to devise survival tactics during their crucial early career stages. The program was designed to help new teachers learn from experienced teachers what to expect and how to handle various classroom situations. It also addresses the need for professional peer contacts.

The program consists of seminars on the CSU campus. All local school systems are invited to participate. Each seminar is conducted in a workshop format by four master teachers currently teaching in area schools. All four course instructors have taught for one year at CSU as visiting instructors and are selected to participate in the program. Each master teacher represents one of the four major teaching levels: early childhood, primary/intermediate elementary grades, middle school/junior high school, and secondary school. The curriculum covers five areas: management, direct instruction, home-school relationships (strategies for working with parents and community groups), professional behavior, and extracurricular activities. The delivery system for information and class discussion is decided by the master teachers in conjunction with the participating new teachers.

By 1989, the program had served more than 150 first-year teachers, all of whom were unanimous in their enthusiasm for the program assistance. All of the participants commented on the freedom provided by going to the CSU campus for discussion. Many said the seminars were a safety net that helped them survive their exciting—but often difficult—first year. Many of the teachers developed social and professional relationships with their peers, which let them share experiences with other teachers who were having the same problems.

CONTACT:

Dr. Thomas W. Frew
Associate Dean, College of Education
Cleveland State University
1983 East 24th Street
Cleveland, OH 44115
(216) 687-3737

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HOWARD UNIVERSITY
Intern-Mentor Program
Reference Number: 20382

Since 1986, Howard University's School of Education has collaborated with the District of Columbia Public School System in implementation of its Intern-Mentor Program. This program offers professional development to the school system's beginning classroom teachers at the early childhood, elementary, and secondary levels.

Teachers in the program are afforded 12 hours of graduate study that can be applied to a master's degree in early childhood education, reading, or secondary curriculum and teaching with concentrations in science, English, or social studies. By consortium arrangement, these credits are also transferable to master's programs at The George Washington University, Trinity University, the University of the District of Columbia, The American University, and Catholic University. Approximately 100 interns and master teachers (called mentors) participate with Howard each year. Howard faculty provide the theory and subject-matter understanding to enhance teaching effectiveness, and the mentors guide interns through actual classroom instruction. Both Howard faculty and mentors visit classrooms to coach and to provide support that teachers new in the D.C. system need to develop expertise and gain confidence. Classes are held on site in several D.C. public school buildings.

The internship is required of all new teachers and is included in the two-year probationary period before teacher tenure is granted. The cost of the program is borne partially by the school system and through reduced tuition of \$500 per three-hour course offered by Howard University. The Intern/Mentor Program is a valuable recruitment incentive because it guarantees not only that beginning teachers will be assisted in developing professional teaching competency but also that more of them will remain in the system because they are effective. The financial assistance in obtaining the master's degree also motivates them to continue, and thus increases their opportunities for upward mobility and salary increments.

CONTACT:

Dr. Rosa Trapp-Dail
Associate Professor, Early Childhood Education
Howard University
Washington, DC 20059
(202) 623-7343

**STATE UNIVERSITY OF NEW YORK
COLLEGE AT PLATTSBURGH**

North Country Mentor/Intern Teacher Consortium
Reference Number: 20215

The North Country Mentor/Intern Teacher Consortium was created as an outgrowth of the pilot mentor/intern teacher grant initially funded in 1987 by the New York State Education Department. This school-college partnership enabled four rural-based school districts to establish a network of programs and resources for easing the career transition of beginning teachers. The project links the resources of SUNY-Plattsburgh, the North Country Teacher Resource Center, four school districts, and the teacher associations within the districts.

In the program's first three years, 25 beginning teachers and 25 mentor teachers have participated in consortium activities. The following objectives provided the consortium's direction:

- (1) Improve the teaching performance of beginning teachers.
- (2) Maximize the use of professional resources.
- (3) Improve opportunities for increased professional growth and development through collaboration among all constituencies.
- (4) Improve understanding and support of North Country mentor/intern programs among colleagues and the community.

The university provides both the project training and evaluation expertise, while the teacher center is responsible for organizing the activities. The project is monitored by an advisory committee comprised of superintendents, association presidents, and training and evaluation consultants from the university. In addition, four university professors serve as college connectors to each of the four participating districts. The connectors assist both interns and mentors at the local school site as well as at the consortium level.

The consortium allowed interns to accelerate their professional development and gain confidence in their teaching skills. Mentors improved their teaching performance and were given the time to reflect on teaching. Consortium members benefited from improved communication through teacher/faculty networking, and they achieved greater use of human and material resources.

The effectiveness of this school-college partnership continues to increase as more school districts join the consortium. In rural upstate New York, the Mentor/Intern Teacher project is maximizing access and using the professional resources of the university, the public schools, and the teacher center to enhance the growth of beginning teachers and mentors.

CONTACT:

Dr. Michael P. Wolfe
 Director, Center for Teacher Education
 State University of New York at Plattsburgh
 400 Sibley Hall
 Plattsburgh, NY 12901
 (518) 564-2122

NEW YORK INSTITUTE OF TECHNOLOGY
NYIT School Partnership with the New York State
Education Department
Reference Number: 20211

The New York Institute of Technology's (NYIT) partnership with the New York State Education Department focuses on the professional development of novice elementary and secondary public school teachers in the Long Island area. Teacher Opportunity Corps (TOC) graduate fellowships are provided to 100 provisionally certified teachers recommended by their district superintendents and principals. TOC teachers serving at-risk populations will become instructional-system design specialists through a 37-credit master of science in training and learning technology; they will also receive permanent New York State teacher certification. Priority for fellowship awards is given to individuals from groups historically underrepresented in the teaching profession. Thus, the Teacher Opportunity Corps provides two particular benefits for those involved.

First, TOC is another excellent effort by the state education department and NYIT to come to grips with one of the most critical and urgent of today's educational problems—the student dropout crisis. Students at risk are those who are in danger of failing academically or of dropping out of school before achieving a high school diploma. The TOC program aims to train new teachers, who have not yet attained their master's degree and permanent certification, to become specialists in meeting the needs of at-risk students.

Second, the TOC program aims to increase the number of minority teachers working as professionals in elementary and high school classrooms. To bring more minority teachers into the profession, first consideration for a TOC fellowship is given to minority applicants.

The TOC fellows' thesis project has a practical aspect. Participants develop a complete instructional sequence to be used in their own classroom in helping at-risk students. The very practicality of the thesis project motivates the fellowship teachers not only to complete the thesis assignment but also to take it back with them to the classroom setting.

The TOC program's \$200,000 annual budget is supported equally by funds from NYIT and New York State. An advisory committee from participating public school districts assures an effective partnership.

CONTACT:

Dr. Adrienne O'Brien
 Dean, School of Media and Arts
 New York Institute of Technology
 French Chateau, Room 101
 Old Westbury, NY 11568
 (516) 686-7700

NORTH CAROLINA STATE UNIVERSITY
Beginning Teacher: A Collaborative Model
Reference Number: 20952

As a result of state legislation creating a two-year probationary period for beginning teachers, North Carolina State University's College of Education and Psychology created a unique extension professorship position. The goal of the appointment was to develop a collaborative between the university and a number of school districts that would provide schools with a curriculum in developmental instructional supervision, a program for experienced teachers as mentors, and a program to select experienced teachers to become mentor educators/clinical professors. A further goal was to build a network of school personnel to maintain and extend the program.

The model has been tested in six school districts representing the full range of size, socioeconomic background, and ethnic diversity. Evaluations indicate that the model program has produced a cadre of teacher educators from the schools (N40), a number of trained mentor teachers (N500), and a functioning network, all within a three-year period. There is an interest in the model by other institutions of higher education and state and national professional groups.

The extension professorship model was based on the results of national surveys indicating the need for field-based, job-embedded, theoretically sound programs that fit the needs of the school district personnel. Such instruction should also be carried out by university personnel who have high credibility with both schools and universities. Due to the success of the program, and as a result of external funding, the model will be adapted to the student-teaching component of the collaborative. The budget requirements are modest.

Part Two**CONTACT:**
Dr. Lois Thies-Sprinthall

Associate Professor
North Carolina State University
Box 7801 - 402 Poe
Raleigh, NC 27695
(919) 737-3221

UNIVERSITY OF WISCONSIN-WHITEWATER
Teacher Assistance Program
Reference Number: 21120

The Teacher Assistance Program at the University of Wisconsin-Whitewater focuses on providing assistance and support for first-year teachers. Participating administrators screen and select inexperienced teachers. When the first-year teacher signs a contract to participate, a team is formed consisting of an administrator of the local school, a mentor teacher teaching in the same subject/grade level as the first-year teacher, and the first-year teacher. The university provides a consultant to each team.

Mentors complete the three-credit graduate course Principles of Mentoring in the first semester and have the option of a second-semester course, Enhancing the Role of the Mentor. Mentors become certified by the university after completing the coursework and attending all the seminars. Once certified, mentors are not required to take additional coursework.

First-year teachers enroll for three credits per semester, which can be applied toward a graduate degree and used for licensure renewal in the state of Wisconsin. First-year teachers complete a professional growth plan under the guidance of the team. The professional growth plan assists the new teachers in identifying their concerns about teaching and in organizing those concerns into major categories. The plan becomes a continuous working document throughout the first year. Through the plan, each first-year teacher is encouraged to seek assistance from the mentor, faculty, and the principal at daily/weekly conferences. Additional support and assistance are provided by a university consultant in on-site meetings with the team.

Seminars are held monthly for all team members and focus on common concerns of first-year teachers. Seminar topics have included classroom management, parent conferencing, motivation, techniques for teaching, time management, learning modalities, and coping skills.

An experimental design involving 12 first-year teachers and a control group of 12 nonparticipating first-year teachers was developed to evaluate the program.

All of the program participants completed their first year of teaching, while only 10 of the 12 control group teachers completed their first year. Seventy-five percent of the program participants indicated they planned to be teaching in five years, while only 25 percent of the control group indicated they had the same plans.

Other significant findings of the program:

- (1) Participating first-year teachers view teaching as student/learner-centered, while the nonparticipants view teaching more globally.
- (2) Administrators reported fewer problems, discipline referrals, and staff and parent complaints with participating first-year teachers compared with nonparticipants.
- (3) Mentor teachers said that they would work in the program and subsequent research and that the program had been beneficial to them due to the professional challenge, renewal, and recognition. Mentors reported the seminars were of special help.

The Teacher Assistance Program was cited in 1980 by the Educational Testing Service as one of 20 exemplary programs for first-year teachers in the nation; the Wisconsin Association of Teacher Educators named the program its Wisconsin Program of the Year in 1984; the American Association of State Colleges and Universities awarded the program its Showcase for Excellence Award in 1985; and task force reports from the Wisconsin Department of Public Instruction and the University of Wisconsin's Central Administration recommended such a program of induction for all beginning teachers in Wisconsin.

CONTACT:

Dr. Dorothy Tiede
Coordinator, Teacher Assistance Program
2042 Winther Hall
University of Wisconsin-Whitewater
Whitewater, WI 53190
(414) 472-1895

SAN DIEGO STATE UNIVERSITY
IHE/LEA Program for Teacher Retention and Professional Development
Reference Number: 20346

Nationally, 50 percent of new teachers hired leave the profession within the first five years, most of them after the first year or two. While this is happening, California's school-aged population is growing by 142,000 per year. Most of these children are in Southern California, and the majority of them are LEP/FEP students. The state's teacher-training institutions cannot produce enough new teachers to meet this demand; hence, something

has to be done to increase teacher retention and professional development.

The IHE/LEA Program for Teacher Retention and Professional Development, a collaborative effort to improve training and upgrading of teacher skills with a view toward also increasing retention, has been established as a major goal between three San Diego County school districts and San Diego State University (SDSU). By the end of the project, all of the county's school districts will be involved. In this project, San Diego State University will provide a training program, as developed by the participating LEAs and the advisory council.

Further goals were established in this collaborative process. One goal was to improve classroom capabilities for teachers of LEP/FEP children through the state's Professional Development Plan, which mandates 150 hours of training per year. Development of this plan between teachers and the LEAs provides direction for SDSU. Further, the plan should facilitate retention through improved classroom skills, while increasing opportunities for career advancement so that teachers remain in the field of education.

Even more critical is the retention of new teachers—those in their induction year. A successful model for an Induction Year Program for regular classroom teachers has been developed at SDSU and will be adapted specifically for first-year teachers working with LEP children. A cluster leader approach will be used, with specific instruction provided for the leaders to use with new teachers in their schools.

CONTACT:

Richard Pacheco
Professor and Program Director
San Diego State University
San Diego, CA 92182
(619) 594-5863

FORT HAYS STATE UNIVERSITY
Special Education Endorsement Project
Reference Number: 20179

The Special Education Endorsement Project was initiated in 1986 as a joint effort by local public school administrations and Fort Hays State University (FHSU) to address recruitment and retention of qualified special-education teachers. Experience had demonstrated that few qualified special-education teachers sought employment in rural southwestern Kansas, and those who did take a job did not stay long. The extreme shortage that resulted made it imperative to develop a local source of qualified local teachers. Many persons in that area

with baccalaureate, general education credentials were not teaching. Most of these individuals were not able to go to a university site for the coursework required for the endorsement in special education.

The state of Kansas requires specific competencies for initial provisional endorsement in special education. The Department of Special Education at Fort Hays State University designates five courses (15 hours) to meet these competencies. To provide this coursework, FHSU, the Ulysses School District, and the High Plains Special Education Cooperative worked collaboratively to bring off-campus courses to the local site. Two courses of three credit-hours each were taught in the spring and three additional courses (also three credit-hours each) were offered during the summer semester. Persons successfully completing this coursework were eligible for provisional endorsement in special education.

The local school district and special-education cooperative provide classroom facilities, practicum sites, special-education students, transportation for school-aged students where necessary, and salary enhancement for university professors teaching in the summer program. FHSU provides faculty, faculty transportation, course content, texts and materials, and credentialing. The project was replicated in the northwest and south central areas of the state.

The collaborative provides summer school for special-education students and graduate coursework leading to endorsement in special education for approximately 35 teachers. Of those completing endorsement in summer 1989, all but two accepted positions in the immediate area. Because of their preexisting commitment to the area, the probability of these teachers staying in their positions is great, strengthening the consistency and quality of special education.

CONTACT:

Dr. Ninja Smith
Chair, Department Special Education
Fort Hays State University
Hays, KS 67601
(913) 628-4213

UNIVERSITY OF MASSACHUSETTS AT AMHERST

The Math English Science Technology Education Project (MESTEP)
Reference Number: 20192

The Math English Science Technology Education Project (MESTEP) is a partnership of the University of Massachusetts (Amherst School of Education, the

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University President's Office), Massachusetts public schools (led by Acton, Lawrence, Boston, Brookline, Framingham, and Concord), and Massachusetts corporations (led by Digital Equipment Corporation, the Massachusetts High Technology Council, and the Boston Private Industry Council).

Since its inception in 1983, the project has been guided by a MESTEP planning board, whose task groups are involved with recruitment, development, graduate support, and placement. The administrative and academic coordination of MESTEP is centered at the University of Massachusetts's Amherst School of Education.

The purpose of the MESTEP partnership is to recruit, select, prepare, place, support, and retain diverse recent college graduates with strong academic majors in math, English, or science who are interested in beginning their careers by teaching. The partnership seeks to challenge and expand participants' knowledge, skills, and propensity to be consciously reflective in the areas of teaching and learning, social justice, and the potential of new technologies for education.

MESTEP is a secondary certification program approved by the Massachusetts Department of Education and is attached to the Secondary Teacher Education Program of the School of Education. Each component of the 15-month combined M.Ed. and certification program is designed to encourage a group of 22 to 24 students to work closely in formal and informal roles and relationships. The cohort-group aspect of the program builds a sense of collegiality and support that is important for beginning teachers as they work to overcome the isolation of teaching.

MESTEP's design allows students to center their master's degree program and beginning teaching experiences around two paid internships that each take place during one semester of the academic year. The two full-time internships allow students to teach for one half of the school year and to work in an educational environment in a company setting for the other. Before and after the internships, the program immerses students in intensive summers of coursework. During the first summer, MESTEP candidates spend one month working closely together in courses in which they explore and practice the work of a beginning teacher. Then, the program moves to a collaborative summer school, where the MESTEP interns student teach in the mornings and intensively plan and develop strategies with experienced teachers during the afternoons.

The project's recruitment goals, including a 25 percent minority participation target, have been met. More than 90 of the program's 123 graduates are currently in education, a number far above that reported in a recent study by the Massachusetts Institute for Social and

Education Research, which indicated only 17 percent of newly certified teachers in Massachusetts teach in the state during their first five years. Program evaluation is primarily accomplished through student feedback gathered from course evaluations and through evaluations written at the end of the first summer and upon completion of the program. In addition, the program is evaluated by the industry and school supervisors who work with MESTEP students and by employers of MESTEP graduates.

CONTACT:

Richard J. Clark
Director, Teacher Education
School of Education
University of Massachusetts
Amherst, MA 01003
(413) 545-1574

STATE UNIVERSITY OF NEW YORK COLLEGE AT BROCKPORT

Teacher Opportunity Corps
Reference Number: 20232

The Brockport Teacher Opportunity Corps is a collaborative effort of SUNY-College at Brockport, the Rochester City School District, and Monroe Community College to continue to develop and implement an innovative program focusing on the recruitment, retention, and teacher preparation of individuals from racial and ethnic groups historically underrepresented in education. The teacher-preparation program is designed to help prospective teachers acquire the knowledge, skills, and attitudes to be effective in the middle and elementary schools of New York State that serve a high concentration of at-risk youth, particularly the Rochester City School District.

The long-term goal of the program is to develop a self-feeding system for the Rochester City School District, in which pupils interested in teaching in the City School District will be identified and mentored through their public school years, entering a teacher-preparation program either at Monroe Community College or at SUNY-Brockport, and returning to the Rochester district as teachers.

An advisory committee comprised of classroom teachers, college faculty, school district administrators, and college students in SUNY-Brockport's teacher-preparation program guides program development and implementation that is designed to prepare the future teachers for successful teaching in urban settings with high concentrations of at-risk youth.

The specific objectives for the 1989-90 TOC program

were the following:

- (1) to recruit and retain a minimum of 25 (and maximum of 35) minority and/or economically disadvantaged students in the urban middle school-level teacher-preparation program;
- (2) to expand the SUNY-Brockport TOC program to include elementary education students (minimum 5, maximum 10);
- (3) to continue the support services and special seminars for the program's students that deal with test preparation, study skills, intervention strategies for at-risk youth, middle school curriculum, cooperative learning, and cognitive mapping;
- (4) in conjunction with the Leadership Development Institute at SUNY-Brockport, to continue the mentoring program that matches students seeking to enter the TOC program with middle school students in the Rochester district, and to expand the mentoring program to include elementary students;
- (5) to continue the recruitment component and special seminars and support services with Monroe Community College;
- (6) to establish a formal articulation agreement in teacher education between Monroe and SUNY-Brockport.

During the 1990-91 year, these objectives were to be maintained and the following added:

- (1) to identify a minimum of 10 high school students in the Rochester City School District who are interested in a career in teaching;
- (2) to match the high school students with a TOC program student, who would serve as mentor to the high school students;
- (3) to conduct a two-week program introducing education and teaching as a career for high school students in summer 1991.

During the 1991-92 year, these objectives were to be added:

- (1) to plan and implement an upward bound teacher-education program in the middle schools of the Rochester City School District;
- (2) to match at-risk youth in middle school-level education with the high school students who participated in the 1991 summer program. The high school students will serve as mentors and tutors for the middle school students.

CONTACT:

Dr. Betsy Balzano
Professor of Education
State University of New York at Brockport
Brockport, NY 14420
(716) 395-5549

PACE UNIVERSITY

Pace Teacher Opportunity Corps (TOC)

Reference Number: 20265

The Pace Teacher Opportunity Corps (TOC) program responds to the crisis-level shortage of teachers from historically underrepresented minorities by offering scholarships, special support services, and clinical experiences in New York City classrooms to undergraduate teacher-education majors from minority and/or economically disadvantaged backgrounds.

The partnership with New York City schools exists in two contexts:

- (1) Schools are used as a recruitment source, for high school seniors with a demonstrated interest in education and for paraprofessionals already working in the system. (A third source, community college transfer students, forms the basis for dialogue between Pace University and the Borough of Manhattan Community College, whose objective is a 2+2 associate's/bachelor's degree articulation agreement between the education programs of the two institutions.)
- (2) Schools serve as a placement setting for observation and clinical experiences required of Pace students immediately upon their entry into the Pace TOC program. Teachers are paid a stipend to mentor Pace TOC undergraduates during the experience. A special seminar that provides the opportunity for TOC students to trade perceptions on their placement experiences and to integrate educational theory with praxis is required of all TOC students.

The central experience of the TOC program is the students' field experience, during which they progress from observation of a mentor to hands-on work at an individual pace. These field experiences benefit TOC students in four ways: (1) they offer a live illustration of good teaching and provide a model of professionalism (the mentor); (2) they provide a setting for practice of effective teaching with professional feedback; (3) TOC scholars are exposed to a realistic job preview, against which they can align their professional expectations (unmet professional expectations are cited as a primary reason for leaving teaching); and (4) talented TOC scholars are provided an "inside track" to a job offer in the very setting in which they have become comfortable and adept.

Other support services for TOC undergraduates include tuition scholarships; a TOC counselor to address academic, personal, and career concerns; an individual education plan uniquely suited to their needs and background; and special preparation for the National Teacher Examination (NTE). An evaluation plan to

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monitor the NTE scores, subsequent certification status, and employment percentages for the TOC population is awaiting data from the first graduates.

Fifteen undergraduates are currently served by the Pace TOC program, which began in the Fall 1988 semester.

CONTACT:

Michael N. Bazigos
Assistant Dean, Funded Outreach Programs
Pace University
41 Park Row, Room 414
New York, NY 10038
(212) 346-1472

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

The Tomorrow's Teachers Program
Reference Number: 20445

In 1970, black professionals comprised 12 percent of the national teaching force at the elementary and secondary levels; today, less than 5 percent of the teaching force will be black. This dramatic and widespread decrease of minority teachers occurs at a time when the minority population in America's schools is approaching 30 percent. Many of the most populous states will have a majority of minority student enrollments in less than five years. In 1985, 23 of the largest 25 school districts in America had a majority of minority students and a minority of minority teachers.

To compound the problem, minority teachers are leaving elementary and secondary classrooms for careers elsewhere; the birth rate for minority populations is increasing; and the rate of high school graduation and enrollment for minority students in postsecondary education is declining.

To provide a steady flow of talented black students from grade 10 through the baccalaureate degree, Virginia Polytechnic Institute & State University (Virginia Tech) and its College of Education have formed a partnership with the private sector and the Roanoke City Public School System to encourage black students to reach their full potential and to select careers in teaching.

Students involved in the program will

- (1) be conditionally guaranteed admission to Virginia Tech upon acceptance into the program;
- (2) receive financial aid in the form of tuition, room, and board for four years if they agree to pursue a program leading to teacher certification and agree to teach in the Roanoke community for four consecutive years following graduation;
- (3) be loaned a personal computer, printer, and modem

so they can communicate and network with other project students and with project officials;

- (4) receive special consideration for summer employment from various Roanoke contributors, the Roanoke schools, and Virginia Tech;
- (5) receive tutoring, counseling, and support throughout the project so they will be prepared to enter the university;
- (6) be invited to attend various social, professional, and athletic functions at the university during their high school and college years.

Sidney E. Crumwell, Jr., a doctoral candidate in curriculum and instruction specializing in second-language pedagogy and English as a second language, has been employed half-time to direct the Tomorrow's Teachers Program. Two graduate project assistants work directly with the 14 high school students in the program. Anita J. Price, a master's student in administrative and educational services specializing in guidance and counseling, has been employed to work with students in the Roanoke area. The other graduate project assistant is Barbara J. O'Neal, a doctoral student in administrative and educational services specializing in student personnel services. Currently, 33 students are involved in the Tomorrow's Teachers Program.

More than \$300,000 has been donated for scholarships and operational expenses. Additional funds are being sought due to the overwhelming response to the program and an interest in teaching.

CONTACT:

Sidney E. Crumwell, Jr.
Virginia Polytechnic Institute & State University
225 War Memorial Hall
Blacksburg, VA 24061
(703) 231-5920

UNIVERSITY OF SOUTH CAROLINA AT AIKEN

South Carolina Teacher Cadet Program
Reference Number: 20094

"Its purpose is to attract quality students into the teaching profession, and it works," reports an independent research report evaluating South Carolina's Teacher Cadet Program. "Some of our top students have indicated they decided to enroll with us because of their involvement in the Teacher Cadet Program," commented the director of admissions after surveying why selected students chose the University of South Carolina at Aiken (USCA). "Because of what I've learned in the Teacher Cadet Program, I've changed my mind. I'm going to become a teacher, at least for a few years, because my

people need role models who can inspire black children," wrote a young black woman in her course evaluation. These few examples highlight the value of the partnership between USCA and the school districts adjacent to the university's service area.

The South Carolina Teacher Cadet Program was initiated in 1984, and USCA has become its largest college partner. The concept, under the coordination of the state, created and funded a South Carolina Center for Teacher Recruitment. It has grown from four pilot sites to 104 locations involving 19 colleges and universities in South Carolina.

USCA joined this teacher recruitment effort in 1985 by establishing two cadet partnerships involving selected high school seniors. Each year the number of school district requests for a program has increased. In fall 1989, the university was involved with eight sites and more than 150 selected high school seniors. The program requires a significant commitment of staff and support at this level, and the quantifiable results (the number and quality of the students enrolling in the university) is significant. In addition, the number of former cadets majoring in education at USCA and elsewhere, as well as the positive community reaction, provides the evidence necessary for continuing administrative support.

CONTACT:

Dr. James Kauffman
 Associate Director, Teacher Cadet Program
 University of South Carolina at Aiken
 171 University Parkway
 Aiken, SC 29801
 (803) 648-6851

UNIVERSITY OF HOUSTON

The Houston Teaching Academy (HTA)—A
 School/College Partnership
 Reference Number: 20255

In 1987, the University of Houston and the Houston Independent School District (HISD) became partners in the Houston Teaching Academy (HTA) by forming an Academy School to focus on the preparation and renewal of teachers for inner-city schools. Urban city schools need teachers prepared to teach successfully in schools serving a wide variety of cultural groups and economic levels. Colleges of education need field service placements in supportive environments where their students can develop the skills, sensitivity, and wisdom to work in inner-city schools. The goal is to decrease the attrition of teachers in inner-city schools. School district, university, and school advisory councils govern the HTA

and meet monthly or weekly as warranted.

The HTA provides a school site, where 10 to 20 student teachers are placed each semester. This concentration of student teachers in one location allows university supervisors to reduce their travel time and to spend more time at the site. To reduce the variance between what the supervising teacher and the college supervisor expect of the student teacher, the student teacher, the supervising teacher, and the university supervisor are required to attend a weekly three-hour seminar. The teachers receive college or career ladder credit, and the student teachers substitute the school-based seminar for the campus seminar required of other student teachers.

HISD hires an HTA coordinator and provides funds for the teachers' college tuition and a \$1,000 stipend. The school district also allocates space for HTA meeting rooms. The university has funded faculty to teach the seminars and other courses requested by the teachers (e.g., computer technology, English as a Second Language, Math Methods, and Models of Teaching) at the HTA site. An academy coordinator for the university is funded and also serves as a student-teacher supervisor.

Objective observation data are collected at the beginning and end of each semester for experimental and control student teachers, as well as for supervising teachers. Changes in instructional strategies are measured and analyzed. The 42 experimental student teachers (representing four semesters of participation) changed significantly on seven interaction variables. They reduced their students' off-take rate by an average of 9 percent, improved organization, and increased interactive instruction. The control student teachers did not exhibit statistical change on the same set of variables. The supervising teachers also significantly improved their classroom interactions (an increase of higher-level questions and increased student-engaged rate). Of the 42 student teachers trained at the HTA, 80 percent are teaching in multicultural schools. Their school principals rate them from good to excellent as first-year teachers.

CONTACT:

Jane Stallings
 Director, College Academy School
 University of Houston
 254 Farish Hall
 Houston, TX 77204-5872
 (713) 749-3575

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SECTION THREE:

**Teacher-Education Centers,
Alternative Certification Programs, Teacher Excellence Awards,
and School-College Faculty Exchanges**

YALE UNIVERSITY

**Yale-New Haven Teachers' Institute
Reference Number: 21046**

In 1978, Yale University and the New Haven Public Schools established the Yale-New Haven Teachers' Institute as a joint effort to strengthen teaching and learning in the community's middle and high schools. The schools represent in microcosm urban public education nationally in that more than 80 percent of the district's 16,500 students are black or Hispanic, and more than half come from low-income families.

Studies of the program have shown how it has increased teachers' preparation in their disciplines, raised their morale, heightened their expectations of their students, encouraged them to remain in teaching in New Haven, and in turn, enhanced student performance. More than one third of all the teachers currently teaching subjects the institute addresses have completed the program successfully as many as 12 times; for many, participation is a regular part of their professional lives. The institute has repeatedly received national recognition as a pioneering and successful model of university-school collaboration that integrates curricular development with intellectual renewal for teachers. The institute assists other institutions and school districts with the development of similar programs for their own communities. The university and the schools have maintained a major financial commitment to the program and have undertaken a campaign to raise an endowment to give the institute a secure future.

Through the institute, Yale faculty members and school teachers join in a collegial relationship. The institute also is an inter-school and interdisciplinary forum for teachers to work together on new curricula. Each participating teacher becomes an institute fellow and prepares a curriculum unit to be taught the following year. Teachers have primary responsibility for identifying the subjects the institute addresses.

In applying to become a fellow of the institute, each teacher agrees to participate fully in program activities by (1) attending all talks and seminar meetings; (2) researching both the seminar subject and the unit topic; (3) meeting due dates in preparing a curriculum unit

consistent with institute guidelines; and (4) submitting a written evaluation of the program. Fellows who meet these expectations become, for one year, members of the Yale community, with borrowing privileges at the university's libraries and access to other campus facilities and resources.

Upon successful completion of the institute, fellows receive an honorarium of \$1,000 and may petition for certification of their course of study. Any fellow who wishes institute studies to be recognized for credit in a degree program is advised to consult in advance with the dean of the institution where he or she is enrolled. Fellows also are awarded CEUs applicable to fulfilling state requirements for the periodic renewal of their licenses as professional educators.

CONTACT:

**James R. Vivian
Director, Yale-New Haven Teachers' Institute
Yale University
P.O. Box 3563 Yale Station
New Haven, CT 06520-3563
(203) 432-1080**

UNIVERSITY OF MARYLAND, COLLEGE PARK

**Teacher Education Centers
Reference Number: 21130**

Teacher Education Centers were established in the mid-1960s as a result of efforts to join the University of Maryland's College of Education with cooperating school systems in a partnership to improve professional education. Specifically, the purposes of a Teacher Education Center are to (1) provide a vehicle for personalized and diverse preservice experiences, based on a comprehensive preparation design and attention to individual needs; (2) provide a range of accessible inservice opportunities; and (3) mesh material, personnel, and knowledge resources to facilitate an integrated study of educational needs and the production of new knowledge.

Each Teacher Education Center generally includes four to six schools, which are identified as sites for preservice and inservice professional development. The

schools in each center are geographically close and join the center voluntarily based on school administration and faculty receptivity to the goals and responsibilities in the center. The key person in every center is the center coordinator, who links the school system and the college, and facilitates all aspects of the on-site program. Each coordinator is jointly selected and appointed by the College of Education and the cooperating school system in which the center is located. Selection processes are broad-based, involving a joint search and screening committee. In addition to the coordinator, there may be a center assistant, who works with the coordinator, as well as center staff, who work as cooperating teachers, program-development collaborators, resources for observers and other inservice professionals, members of advisory and planning committees, and general support for all center-related activities. The institutional administration of the Teacher Education Centers is generally a joint responsibility of the College of Education's Office of Laboratory Experiences and the Offices of Staff Development in the cooperating school systems.

On the college side, the faculty and staff of many departments and of the dean's office serve the centers as workshop leaders, consultants, course instructors, liaisons in the disciplines and other special areas, members of joint committees, and as general resources for expressed needs in research, curriculum, and related professional areas.

The University of Maryland reports that in the centers there is a greater access to new knowledge about teaching and learning. In addition, by working with students preparing to be teachers, experienced classroom teachers have many more opportunities for applying and sharing their newly acquired skills and insights. They also report that sharing current instructional concerns with colleagues, supervisory personnel, and the university faculty occurs significantly more in the centers than in other school settings.

The University of Maryland, College Park, currently has partnerships with public schools in Howard, Charles, Montgomery, Prince George's, and Anne Arundel Counties.

CONTACT:

Dr. James Henkelman

Acting Director, Office of Laboratory Experiences
University of Maryland, College Park
College Park, MD 20742
(301) 454-8729

SYRACUSE UNIVERSITY

West Genesee/Syracuse University Teaching Center

Reference Number: 21124

The West Genesee/Syracuse University (WG/SU) Teaching Center was developed in the 1972-73 school year when representatives of Syracuse University and the West Genesee Central School District agreed to collaboratively provide a program for continuous teacher education, from the college freshman to the retired. Along with other activities, the program provides for workshops, courses, pull-out activities, and long-term ongoing support programs for those individuals being phased out of training. The center provides training for teachers, administrators, secretaries, parents, community residents, and support staff.

The general purpose of the Center is to achieve a joint sovereignty for teacher education shared by SU and the West Genesee Central School District. More specific goals are to

- (1) maintain the center's identity and sovereignty while providing a continuous teacher-education program shared by Syracuse University/West Genesee Central School District;
- (2) design, implement, and evaluate model teacher-education programs cooperatively;
- (3) integrate theory and practice, the on-campus with the off-campus, and the preservice with the inservice;
- (4) articulate the theoretical teacher-education faculty (college) with the clinical teacher-education faculty (school) in such ways that they work together as teams in the same place, on common instruction and supervisory problems;
- (5) work jointly to improve instructional programs provided to the district's students by making available university personnel and other specialists as consultants to the center's staff meetings, workshops, and seminars;
- (6) use theoretical base and research techniques to analyze objectively and systematically what goes on in the classroom, and develop specific goal-oriented strategies and curriculum materials for teaching and supervision;
- (7) eliminate the gap between preservice and inservice teacher training;
- (8) individualize professional development—for pre-professionals as well as for practicing professionals;
- (9) use educational technology (i.e., computers, video equipment) for training teachers to prepare students for a high-tech era, to select software, and to evaluate the most appropriate uses of hardware.

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Through the years, the center has been governed by a directing council. Teachers comprise 51 percent of the council; others include district administrators, university faculty and administrators, parents, school board members, local businesspeople, parochial school officials, and an official teacher union representative. It has been the responsibility of the council to determine center policy and to oversee programs.

The council believes that the power of the program comes from the people involved. This power grows as the people are provided opportunities to interact, to generate ideas and materials, to translate theory into practice, to recognize, and to implement their potential for excellence.

CONTACT:

Gwen Yarger-Kane
Associate Professor and Coordinator,
WG/SU Teaching Center
Syracuse University
162 Huntington Hall
Syracuse, NY 13244
(315) 443-2684

CREIGHTON UNIVERSITY Metro Area Teachers Institute (MATI) Reference Number: 20299

The purpose of the Metro Area Teachers Institute (MATI) at Creighton University is to provide the mechanism by which secondary school faculty development and continuing education can be coordinated, expanded, and made more effective. MATI is achieving this goal through the centralization of related programs and the pooling of resources from participating school districts and Creighton University. The institute's programs are not replacing formal undergraduate or graduate education or impinging on individual district programs already in place. The institute is enhancing both by complementing programs already being offered.

MATI is run by and for the secondary schools in cooperation with Creighton University. The university provides classrooms, instructional equipment, and secretarial services; policy is set by the board of directors, consisting of representatives from the participating school districts. Currently, the following school districts are participating: Omaha Public, Ralston, Westside, Papillion/La Vista, Council Bluffs, and Creighton Prep and the Catholic high schools.

The institute is providing specific programs for secondary school teachers in any form that is deemed appropriate—seminars, workshops, or lectures. The primary focus is on subject matter in the various

academic fields. Speakers and faculty for the lectures, seminars, and workshops are drawn from Creighton University, participating school districts, or elsewhere, as the demand for expertise and availability dictate.

Although staff-development persons in the school districts play a key role in advising the board as to what programs each district would like, a grassroots system has been developed to determine the teachers' interests. The system includes faculty discussions at the departmental and building levels, with lines of communication through the district to the board. Participants in seminars and workshops at the university become university fellows during the time in which they are enrolled, providing them with access to the university's libraries and other research facilities. Certificates are awarded upon completion of the MATI programs.

Finally, the institute seeks to demonstrate a long-term collaboration, or partnership, between Creighton University and the surrounding school districts, a partnership that can provide curriculum materials of high quality pertinent to student needs and that can have a major influence on teaching and learning in the schools.

CONTACT:

Dr. David Higginson
Assistant Academic Vice President
Creighton University
24th at California Street
Omaha, NE 68178 (402) 280-2772

NORTHEASTERN ILLINOIS UNIVERSITY Chicago Teachers' Center Reference Number: 20357

The Chicago Teachers' Center is an academic unit within the College of Education of Northeastern Illinois University. It was established in 1978 through a grant from the U.S. Office of Education as a professional-development center for elementary and secondary school faculty. Teachers, school administrators, university faculty, and professionals within related areas of expertise work cooperatively to share information, support, and practical day-to-day answers to the most immediate needs of the classroom and the school milieu.

Recently, the center broadened its role by forming partnerships for school improvement with other interested parties. Through public and private grant funds, the center has coordinated a comprehensive program of educational renewal and improvement focusing on a number of key objectives:

- (1) providing teachers and practitioners with new and effective resources, ideas, and approaches for classroom instruction;

- (2) developing educational policy by conducting the evaluation and research of educational programs;
- (3) supporting and facilitating collaborative policy making, management, and networking within and between schools;
- (4) assisting inner-city youth in preparing for college;
- (5) disseminating, locally and nationally, model educational programs and research findings;
- (6) providing Northeastern faculty the opportunity to develop a better understanding of educational issues in Chicago schools;
- (7) redesigning the preservice teaching program using clinical schools and working relationships between classroom teachers and the university's professors, better serving the needs of inner-city schools.

The center's grant and contract program aids in

- (1) the professional development of teachers, by developing a professional culture, providing in-depth programs, and assisting elementary teachers in scientific inquiry with students through Northeastern's preservice programs;
- (2) the school dropout program, by reducing the dropout rate at two Chicago public high schools and six elementary schools;
- (3) cooperative school leadership, by assisting teachers, administrators, and parents in developing leadership and school-based management skills;
- (4) college-prep programs, by funding a university scholars program for inner-city youth, college preparation for high school youth through various programs, and a talent search preparing low-income, first-generation potential college students through guidance and tutoring programs.

The center views its interaction between the university and local schools as a flow of benefits. Northeastern gains when its faculty members participate in center activities that enhance their capacities as teachers of both preservice students and professionals, find ready access to current information about schools, and fashion stronger collegial ties with teachers in the field. The university also profits when its preservice students exchange ideas with experienced teachers, thereby building continuity between university studies and eventual work. The schools gain when professors share their expertise in ways that encourage teachers to integrate theory into their work, and when traditional barriers of status and formal scheduling are modified so that professors and teachers can cooperatively understand and confront daily classroom problems. The schools also gain when university faculty recognize and respect teachers' initiatives toward professional development, and when professors work with schools and local education agencies to identify new policies that can contribute to school improvement.

CONTACT:

Dr. Jerry B. Olson
Associate Dean for School Relations
Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, IL 60625
(312) 478-2506

UNIVERSITY OF WISCONSIN-PARKSIDE

Regional Staff Development Center
Reference Number: 21057

The activities of the Regional Staff Development Center promote the support, recognition, and training of its educational community: 3,500 educators from pre-school through university levels, their administrators, school board members, and union officials. Within the two-county service area are both urban and rural school districts, which vary in size from 11 to 1,700 professional staff. Member institutions include 26 public school districts, Carthage College, Gateway Technical College, and the University of Wisconsin-Parkside.

While housed on the University of Wisconsin-Parkside's campus, the Regional Staff Development Center is not solely a program of the university. It was developed and continues to be governed by the Southeastern Wisconsin Educators Consortium for Excellence, a group of chief executive officers, teacher union representatives, and board members representing all levels of education. Decisions regarding funding and program direction are made by regional boards on which all institutions have an equal voice.

Some ongoing projects of the Center:

- (1) A monthly newsletter, *Center Exchange*, which provides information on regional resources and professional-development opportunities.
- (2) Grant-writing teams of university and K-12 school faculty, who work together on grants from the National Endowment for the Humanities and the National Science Foundation.
- (3) Alliances among educators in the same academic discipline (e.g., chemistry/physics, social studies, math, music), which establish close professional ties among middle level, secondary, and postsecondary faculty.
- (4) Mutual interest groups, such as those for early childhood teachers, new teachers, exceptional-education teachers, librarians/AV specialists, and middle-level educators, which bring people together across buildings, districts, and institutions.
- (5) Study groups (e.g., cross-cultural, brain growth, learning) and beginning-teacher study committees,

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- which continue to explore issues and models before launching pilot projects.
- (6) A beginning-teacher assistance program, which provides training for mentors and support seminars for beginning teachers.
 - (7) A fellows model of staff development, in which teachers, working in a cohort group, receive intensive training in an area.

The special staffing of the center provides a unique opportunity for experienced teachers, on one-year appointments, to develop their own professional skills while facilitating programs for their colleagues. These center associates represent a range of levels and districts. On a part-time basis, classroom teachers serve as program coordinators and facilitate the activities of their specific alliances or networks. The center's permanent staff includes a director, assistant director, and several part-time project coordinators.

CONTACT:

Esther Letven
Director, Regional Staff Development Center
University of Wisconsin-Parkside
Box 1000
Kenosha, WI 53141-1000
(414) 553-2208

UNIVERSITY OF SOUTH ALABAMA
South Alabama Research and Inservice Center
(SARIC)
Reference Number: 20289

As one of 11 regional inservice centers in the state of Alabama, the South Alabama Research and Inservice Center (SARIC) was created by the 1984 Alabama state legislature to "establish centers which will provide rigorous inservice training in critical-needs areas for the state's school personnel." Determined by the state board of education, these critical-needs areas include science, math, computer education, English/language arts, special education, economics, and health education.

Located within the College of Education at the University of South Alabama, SARIC serves more than 5,000 professional educators in six area school systems. The center fosters a productive collaboration of elementary, secondary, and higher education; the state department of education; and state government—a unique partnership. The center has a director from the faculty of the College of Education and is governed by a 16-member board. The staff consists of a program-development specialist, an education resource specialist, and clerical personnel.

All programs are based on careful and continuing

assessments of the professional needs of teachers, administrators, and local school board members within SARIC's geographic region. These surveys give direction in developing programs that provide effective continuing study in new knowledge and techniques, subject matter specialization, teacher effectiveness, administrative leadership, and other areas that may emerge as relevant.

Presented in a variety of formats, the programs attract thousands of teachers and administrators each year. After-school sessions focusing on instructional improvement are conducted at local school sites. Content-specific programs, lasting from a half-day to all day, are held at a central location, where participants gather from throughout the SARIC area. System-wide Teacher Institute Days, administrative retreats, and leadership forums are further examples of SARIC's commitment to meet the needs of its educational community.

The state department of education is responsible for monitoring the center and for providing an external evaluation of SARIC's effectiveness. Trained staff from the Evaluation Center at Western Michigan University examine every aspect of the center's activities. A summary of the data collected indicates that the center and its programs are highly effective.

CONTACT:

Dr. Phillip Feldman
Professor and Director, Research and Inservice
Center
University of South Alabama
Mobile, AL 36688
(205) 460-6119

SAN DIEGO STATE UNIVERSITY
Model Education Center (MEC)
Reference Number: 20349

The San Diego State University (SDSU)-Cajon Valley Union School District's Model Education Center (MEC) is an educational partnership formed for developing a field-based training center where the educational expertise of each of the partners could be joined to a program that responded to the many recent calls for school reform. This collaboration resulted from a year of planning for the implementation of change and the careful addressing of the educational needs of each of the partners.

Goals for three-year cycles were formed to move the partnership forward. The goals of the MEC would focus on

- (1) applying principles of school-effectiveness research to improve achievement and create a more positive

- school climate;
- (2) strengthening the skills of classroom teachers through opportunities to teach at the MEC or to participate in staff-development activities;
 - (3) providing collaborative on-site training and supervision of SDSU student teachers;
 - (4) offering opportunities where exemplary classroom and supervisory practices could be observed;
 - (5) creating close university-school cooperation in shaping teacher training and curriculum coordination.

The hallmark of this partnership is the team. Participants have been involved in teams that are shaped to facilitate the shared responsibility of meeting the goals of collaboration. The focus of the collaboration has been a model of planned change and process-product evaluation.

Data collected at the end of the first three-year cycle indicated that the partnership had been successful in raising achievement scores of children while simultaneously creating an effective training center. Satisfaction of the various groups involved with the MEC is evidence of a positive attitude and climate at the site. These changes were accomplished through the collaborative efforts of the partners focusing on the systematic implementation of the program goals. The outcome of this collaboration has been the creation of a dynamic educational center where everyone benefits—particularly the children!

CONTACT:

Dr. Marlowe Berg
School of Teacher Education
San Diego State University
San Diego, CA 92182
(619) 594-1378

UNIVERSITY OF SOUTH CAROLINA AT AIKEN
Ruth Patrick Science Education Center
Reference Number: 20385

The purpose of the Ruth Patrick Science Education Center is to develop a lasting program to enhance science and math education within the schools of the Central Savannah River Area (CSRA), an area encompassing 18 counties in Georgia and South Carolina. The center represents a partnership of the University of South Carolina at Aiken (USCA), local school districts, and the private sector. Located on the USCA campus with a staff employed by USCA, the center draws upon the expertise of professional educators, engineers, and scientists from colleges, industries, and schools throughout the CSRA. It is funded through monies and services from local

school districts, governmental bodies, and the private sector, including foundations.

The center works within the established school system to enrich the teachers' and the students' understanding of science, technology, and the scientific thought process. The center encourages young people to think scientifically and attempts to demonstrate how useful and exciting science can be. These goals are accomplished through a multifaceted science enrichment program, which emphasizes inquiry methods and hands-on activities, direct teacher education and assistance, development and distribution of science materials, and use of community resources.

The center offers teachers of grades K-12 educational institutes, workshops, courses, and programs that emphasize hands-on approaches to science. Most of these inservice programs currently are funded by the National Science Foundation. The center also sponsors educational opportunities for CSRA students in grades K-12. Current and future activities include summer science camps, science bowls, science seminars, student research opportunities, and science education enrichment days. These activities are funded primarily by school districts and the private sector.

The center is in the process of acquiring teaching materials and equipment. Some of the equipment will be permanently based at the center and will be used for student and teacher hands-on learning. Other equipment and materials will be available for teachers to check out on a scheduled basis. Also, the center has prepared a reference catalog of CSRA resources for local schools that includes guest lecturers, advisers, consultants, and field trip opportunities to local industries.

In summary, the Ruth Patrick Science Education Center is offering and developing many activities: educational programs for teachers, educational opportunities for students, science equipment and materials, visiting instructors/lecturers, technical advisors, displays/experiments, field trip opportunities, and science fair assistance.

CONTACT:

Jeffrey M. Priest
Director, Ruth Patrick Science Education Center
University of South Carolina at Aiken
Aiken, SC 29801
(803) 648-6851

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UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

UNCC Public School Extension Consortium

Reference Number: 20275

The University of North Carolina at Charlotte (UNCC) is a growing university in a fast-expanding area of Charlotte, North Carolina. It is an urban university whose primary constituency is a large urban school system. The university's teacher-education program is particularly committed to serving the large Charlotte-Mecklenburg County school system. The system is comprised of approximately 22 school systems within 50 miles of UNCC which look to the university as their primary institution of higher education. With limited faculty resources, and no state funding for extension education, the Division of Extension long ago realized that attempting to respond to inservice needs of school teachers in its service regions was fruitless.

The Iredell and Gaston Counties' extension centers developed in response to this need for university-generated degree and certification coursework for teachers. The two centers, situated in schools 50 miles north and 50 miles southwest of the campus, serve as central locations where teachers from participating school systems can take coursework, receive advice and information concerning higher education and certification goals, and discuss professional needs. Currently, 400 school teachers from a total of 13 school systems use these centers.

Each center is supported by course registration fees; about 50 percent of course fees are paid for and reimbursed by the employing school system. The center of extension programs at UNCC directs all activities at the outlying centers with assistance from a part-time, on-site coordinator at each location.

Staff-development coordinators from participating school systems work regularly with the university extension education director to evaluate current course activities, select new activities, and assess and predict future needs. "Low-incidence" education needs—e.g., dance, foreign language, physical science—are identified and strategies for funding and participation developed. Staff-development coordinators are responsible for disseminating information about offerings to all teachers in their system so that promotional fees are negligible.

The centers provide a number of benefits to teachers. Course offerings are more uncommon and more varied due to large participation. Fees are low and services numerous, leaving schedules that are convenient for full-time working adults. Staff-development coordinators and personnel directors are able to collaborate the centers' needs and better prepare for staffing. Staff-development

and inservice programs are enriched by locally offered university offerings. Offerings can be developed to address a specific emerging need, e.g., curriculum integration, local earth science, records-based pedagogy. University faculty benefit from participating in the traditional course activities, course development, and contact with rural schools and leaders.

Course and program evaluation and growing participation indicates a high degree of satisfaction in instruction and services from participating teachers and faculty.

CONTACT:

Ken Burrows

Director, Extension Program

University of North Carolina at Charlotte
Charlotte, NC 28223

(704) 547-2424

POLK COMMUNITY COLLEGE

Polk County Schools Summer Inservice Institute

Reference Number: 20309

The Summer Inservice Institute, a cooperative effort of Polk Community College and Polk County Public Schools, was initiated in 1984. That year, the Florida legislature began to allocate yearly funding for rigorous and intensive inservice training for the state's public school instructional personnel. The top priority of this training was to be science and mathematics for elementary, junior high, and senior high school teachers. Polk County Schools and Polk Community College worked cooperatively in planning, designing, and implementing the institute; the location was the college's campus.

In addition to Polk Community College faculty, the institute's instructors have come from the other local universities and colleges and from the Polk County school system. Participants in these 30- and 60-hour, summer institutes are teachers from all levels, K-12; attendance has ranged from 375 to 550.

The community college concept in Florida has been to make a college education available to all citizens in the community. Planning with the local school district has provided greater insight into the teachers' needs and students' achievements. Polk Community College has brought to the planning table its findings on skills and knowledge possessed by the college students who are products of the local school system. This information has provided feedback for the school board in its planning. The summer institute has now shifted the planning to "for the teachers," which indirectly affects student achievement. Therefore, Polk Community

College has been able to contribute to the educational process at an earlier stage than the college level.

The Florida legislature requires that the courses be of rigorous content, placing emphasis on subject matter rather than methodology. When the Summer Inservice Institute began in 1984, only two subjects were taught, mathematics and science. Although the major emphasis still remains on mathematics and science, other subjects have been added: social studies, computer education, exceptional student education, alternative education, and foreign languages.

The program is evaluated at the conclusion of each institute class with a process and a product evaluation. Process evaluation requires each participant to complete a questionnaire that assesses the degree to which specific objectives have been addressed by class activities. Product evaluation addresses the degree to which the participant has achieved the specific objective of the class.

The rigorous training offered in the Summer Inservice Institute is obviously welcomed by the teachers, as documented by their increasing numbers each summer. It is more difficult to measure the effect of the institute on the students because the effects of the institute are far-reaching, from attitude to knowledge gained by the teacher, and also complicated by logistics, numbers, and outside variables. But the consensus of all involved is that the institute has provided a worthy service and should continue in the future.

CONTACT:

David Buckley
Director, Physical, Mathematical, and
Engineering Sciences
Polk Community College
999 Avenue H, NE
Winter Haven, FL 33881
(813) 297-1026

WINTHROP COLLEGE

Advanced Placement English Training Course
Reference Number: 20487

Since 1985, Winthrop College's Department of English annually has received competitive grants from the South Carolina Department of Education to teach a course that prepares teachers for teaching Advanced Placement (AP) English courses in the schools of South Carolina.

Patterned on a format used in AP English courses, this course is taught jointly by a member of the Winthrop College Department of English and a master teacher who currently teaches AP English in a public school. Participants receive three hours of graduate credit for the two-week course, which has as its objectives (1) to explore the concept of AP courses in English, (2) to review

patterns for organizing AP English courses—both the Literature and Composition and the Language and Composition, (3) to review materials and develop teaching strategies for successful AP English courses, and (4) to design appropriate writing assignments/evaluations and a tentative syllabus for an AP English course.

During the course, participants read four types of literature that frequently appear on the AP English examination—a novel, a play, a nonfiction book, and selected modern poems. These works form the basis of class discussions and the development of AP-level teaching strategies and writing assignments. Participants also engage in timed writings similar to those required of AP English students. Participants also take both of the AP examinations, so they will be better prepared to review them and discuss the characteristics of the examination responses. The master teacher, who serves as a reader of the national AP English examinations, discusses with the participants strategies for preparing students for taking the annual examination.

Participants are selected by their school districts and approved by the state department of education. Their names are sent to the college for enrollment in the course. The annual grant pays for tuition and fees for three hours of graduate credit, salary for the master teacher, campus room and board, materials and publications, honoraria for any consultants, and travel for two roundtrips for each participant selected by the state. Other teachers may apply and will be accepted based on their qualifications and the availability of space. The course is limited to 20 participants.

The grant for 1989 was \$16,765. In addition, The College Board provided Mellon scholarships for two teachers from disadvantaged schools for a total of \$1,300.

CONTACT:

Dr. Joye P. Berman
Professor of English and Director,
Advanced Placement English Training Course
Winthrop College
Rock Hill, SC 29733
(803) 323-2171

GEORGIA STATE UNIVERSITY

Alternative Certification Program for Critical
Teaching Fields
Reference Number: 20308

Due to the critical shortage of secondary foreign language, mathematics, and science teachers, the Georgia Department of Education established an alternative certification procedure whereby individuals can receive renewable teaching certificates through a nontraditional

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route. The department of education developed a document, *Alternative Certification Program for Critical Teaching Fields*, which describes the process.

Individuals holding a degree in foreign language, mathematics, or science; having an overall GPA of 2.5; and receiving a passing score on the Teacher Certification Test are eligible for a provisional teaching certificate. The Georgia alternative certification procedure prescribes a one-year internship under the supervision of a mentor and satisfactory completion of four pedagogical courses or their equivalent in (1) identification and education of children with special learning needs, (2) curriculum development, (3) teaching methodology, and (4) human growth and development.

In 1988, the state education department funded an eight-week summer institute for 23 interns (beginning teachers) and mentors (experienced teachers). Faculty at Georgia State University directed and coordinated the summer institute, while the local school systems supervised the year-long internship. The 23 interns completed an internship under the supervision of a mentor teacher during the 1988-89 academic year. Funds were provided for an eight-week residential program in Athens, Georgia. Interns received a stipend, as well as expenses for room and board. Mentors were also supported for their one-week training.

Due to the success of the 1988 institute, the state department of education funded three institutes during the summer of 1989 at North Georgia College, Georgia Southern, and Georgia State University (GSU). This abstract describes the alternative program at Georgia State University.

The GSU program provided funds for the training of 24 intern-mentor pairs. The institute for the interns was offered June 19-July 28, and July 17-18 for the mentors. Although the institute was considered nonresidential, the last week of the institute was held at North Georgia College in conjunction with its summer institute.

The goal of the institute was to provide a practical approach to the training of beginning teachers based on the most current pedagogical knowledge and the objectives outlined in *Alternative Certification Program for Critical Teaching Fields*. The curriculum of the summer institute was organized holistically, by integrating concepts from the following pedagogical themes: classroom management, curriculum, evaluation, methods in the content areas, microcomputer technologies, human growth and development, and exceptional children and youth. Throughout the summer, interns were involved in a variety of laboratory activities—microteaching, reflective teaching, peer teaching, and the development of mini-units of teaching—designed to facilitate the integration of content from methods, curriculum, special

education, and educational psychology.

During the 1989-90 academic year, the interns participated in a supervised internship during their first year of teaching. Mentors, who received specialized training during the summer, worked directly with the interns throughout the year. Monthly, late afternoon seminars were held at Georgia State University for the interns and mentors.

Various evaluation measures were employed, including questionnaires, attitude surveys, and videotapes of the interns' classroom teaching.

CONTACT:

Dr. Jack Hassard

Professor of Curriculum and Instruction

Georgia State University

Atlanta, GA 30303

(404) 651-2518

SAN DIEGO STATE UNIVERSITY

Navy Fast Track Program

Reference Number: 20335

The Navy Fast Track Program is a joint project of the U.S. Navy (San Diego Region), the San Diego Unified Schools, and San Diego State University (SDSU). Planning began in 1986 involving the teacher-education program of SDSU's College of Education, the natural science department of the College of Science, and the other aforementioned agencies to initiate an experimental program designed to take advantage of the special skills and technical degrees of persons separating from active duty in the Navy as mathematics and science teachers in the secondary schools.

Persons with academic degrees in engineering, mathematics, and the sciences have been actively recruited to enter an accelerated program of preparation toward a full teaching credential in their respective fields. In the second semester of the program, candidates whose work is acceptable to the university and the San Diego Unified Schools enter into an internship program in which they carry a regular teaching load in the district schools under the supervision of both university and district faculty. The internship carries nearly full teacher's pay and all normal teaching responsibilities. The internships are funded by the San Diego schools. Of the first cohort, all but one candidate is now serving as an intern.

The program requires constant cooperation between SDSU and district faculty and staff, as well as coordination with the Naval District Command. Program staff have followed a rigorous selection procedure, in that accepted candidates each year must (1) have one or more

of the requisite academic degrees from an accredited institution, (2) have used their technical background in active duty assignments and commands, and (3) possess outstanding aptitude for secondary teaching. The last requirement involves candidate desire and attitude as well as skills aptitude. Candidates are screened and interviewed by one of the academic advisers and one each in mathematics, life science, and physical science.

The program has solved some difficult problems of credentialing and coordination, dealing with the various teacher associations as well as preparing a smooth course of preparation for candidates. The program has been smaller than anticipated, probably due to rigorous selection procedures and the somewhat low profile of teaching in the schools.

Currently, the staff is planning to merge the best parts of the program into the mainstream of a more flexible teacher preparation to take advantage of highly developed skills and experience already in place in these reentry candidates. The navy model will be expanded to include similar candidates reentering from all sources. The special work of the program office and the considerable work of both university and school faculty have been jointly funded by the Fund for the Improvement of Post Secondary Education (FIPSE) and SDSU. (The program office is currently publishing the national FIPSE newsletter concerning all programs similar to this one.)

An internal evaluation of program data at mid-course indicates changes are needed in specific parts of the candidate course of study, as well as identifies points of strength. There have been some surprises. The program staff has not anticipated some problems, and the timing of program steps needs to be reworked. Most of the problems identified have to do with coordination of steps between SDSU and the San Diego schools. In particular, the tracking of these candidates as a seminar group with class meetings at the school site has been a mixed experience. The best parts of this effort will be accommodated in the mainstream sequence once the program's experimental period is completed and the program further refined.

CONTACT:

Norman F. Dessel
Professor and Director, FIPSE Project
San Diego State University
San Diego, CA 92182
(619) 594-5157

BRIDGEWATER STATE COLLEGE

Project Bridge

Reference Number: 20187

Project Bridge is a joint venture between the Polaroid Corporation and Bridgewater State College to improve the quality of mathematics and science instruction. This collaborative approach is based on the belief that the sharing and exchange of professional skills, experience, and expertise by people in education and industry will have a positive impact on the education of the nation's youth.

The Career Transition Program of Project Bridge is designed for mid-career Polaroid employees seriously interested in considering a career change to teaching. Through this unique teacher-education program, qualified Polaroid employees can explore the teaching profession and become a certified mathematics or science teacher at the elementary, middle, or high school level.

Project Bridge is based on the belief that mature and seasoned technical and professional people in industry have many of the skills needed in the field of education. The program design is responsive to the special needs, concerns, and requirements of adult learners and career-changing adults. The program incorporates a teaching exploration phase, specially designed curricula, and ongoing support and counseling services at Polaroid and participating colleges to meet the special needs of participants.

CONTACT:

Dr. David J. Freitas
Assistant Dean, Academic Affairs
Bridgewater State College
Bridgewater, MA 02325
(508) 697-1227

UNIVERSITY OF VERMONT

Employment and Training Specialist Project
Reference Number: 20326

The goal of the Employment and Training Specialist Project is to prepare special educators as school-based employment training specialists who plan and deliver transitional services to secondary-aged students labeled mentally retarded. The primary role of the school-based employment training specialist will be to ensure that such students acquire the skills and/or supports necessary to be placed in transitional or supported employment or in postsecondary training immediately following graduation from high school.

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Employment training specialists will be employed in local high schools and regional special class programs located in vocational centers. They will (1) provide direct vocational training at community-based employment sites; (2) facilitate the development of transition plans that include the participation of educators, adult services providers, employers, parents, and students; (3) consult with vocational educators to adapt vocational curriculum and instructional strategies; and (4) collaborate with adult services agencies to develop jobs and locate supports necessary to ensure placement in transitional or supported employment or postsecondary training immediately following exit from high school.

By the end of the third year of the project, 26 school-based employment training specialists will receive graduate degrees in special education. Potential graduate students will be recruited from regional special class programs, vocational education area centers, vocational rehabilitation, and mental retardation agencies, with the assistance of the state director from each agency. These students will have the option to complete the program in one year and two summers (full-time) or in two years and two summers (part-time). All students will be required to complete 30 hours of graduate coursework, which includes an intensive internship experience.

Currently, the majority of young people in Vermont who are labeled mentally retarded leave school with limited vocational skills and few options for employment or postsecondary vocational training. This proposed project is intended to meet a critical need in Vermont to prepare special educators who have the skills and knowledge to work with students, parents, employers, and adult services providers to ensure that such students have the appropriate vocational education, training, and employment experiences prior to graduation from high school.

CONTACT:

Susan B. Hasazi
Professor
University of Vermont
405A Waterman Building
Burlington, VT 05405
(802) 656-2936

SUSQUEHANNA UNIVERSITY

Teacher Intern Program
Reference Number: 21175

In an effort to tap teaching talent currently not being used, the Pennsylvania Department of Education approved the Teacher Intern Program, inviting holders of baccalaureate degrees to gain teaching credentials by

completing professional education courses at an approved Pennsylvania higher education institution. In 1985, Susquehanna University was named one of the Pennsylvania colleges and universities to offer the Teacher Intern Program.

After evaluation of personal interviews and letters of reference, review of the candidate's transcript, and a preliminary assessment of any teaching competencies acquired previously, the candidate is notified of admission or rejection to the Teacher Intern Program. Prior to receiving the letter of candidacy, the applicant must successfully complete designated sections of the Pennsylvania Teacher Certification Testing Program.

Prior to entering the classroom, the intern applies for an intern certificate, which is nonrenewable after three calendar years; all course requirements must be completed within this period. The intern is then eligible to apply for an Instructional I Certificate.

As the students complete required coursework and obtain teaching positions, they are eligible to do their student teaching experience on the job. This involves in-house observations and monitoring, as well as supervision from the Education Department at Susquehanna University. Generally, this takes place within a 100-mile radius, but it may be done anywhere within the state.

The Teacher Intern Program provides an alternative route into the field of education. It allows individuals to make career changes based on personal preferences and situational needs. It also provides school districts with entry-level applicants who have a wealth of experience in a chosen field. This has proved to be especially true in the academic fields of math and science.

CONTACT:

Bonita K. Troxell
Teacher Intern Coordinator
Susquehanna University
Selinsgrove, PA 17870-1001
(717) 372-4240

PACIFIC UNIVERSITY

Asian Languages Project
Reference Number: 20167

The Asian Languages Project began in fall 1986 at Pacific University in Forest Grove, Oregon, as a response to the growing demand for Japanese language teachers. While Oregon had the second-highest number of public school Japanese programs in the nation (1,687 students enrolled in 1988), the state had no certification programs. The Asian Languages Project's purpose was thus to design what became Oregon's first and only certification

program for Japanese language teachers. Four groups were integral in this collaborative effort: departments within the university, neighboring school districts, the Japanese community, and the business community. An advisory group of local Japanese language teachers served as the focal point for meshing university and public school ideas.

Completed activities, in addition to state approval of the endorsement program, included (1) seminars by language consultants from Hawaii, the state with the longest-standing and largest Japanese public school programs; (2) two summer workshops for teachers, combining linguistic and cultural elements and drawing on national as well as community resources; (3) development of a videotape illustrating methods of teaching Japanese and featuring members of the advisory group; (4) initiation of a pilot program for teaching Japanese in the elementary schools; and (5) the hosting of Japanese Day, an immersion day for the 140+ high school students studying Japanese. The program continues with an annual Japanese Day, an expansion of the elementary Japanese program, plans for generating a similar program in Chinese, and continued development of a materials center for university and public school teachers.

Funded originally by two consecutive grants from Title II of the Education for Economic Security Act issued by the Oregon State System of Higher Education, other funding sources were generated. The program is now supported by the institution's Pacific Intercultural Institute, established by a gift of more than \$1 million from the Matsushita Electric Corporation.

CONTACT:

Dr. Linda Tamura
Director, Teacher Education
Pacific University
2043 College Way
Forest Grove, OR 97116
(503) 359-2205

TEMPLE UNIVERSITY
The Asian Teachers Program
Reference Number: 20176

In close collaboration with the School District of Philadelphia, Temple University submitted a proposal and was awarded a grant by the Metropolitan Life Insurance Company to train a cohort of Asian American teachers to fill a growing need in the Philadelphia School District.

Philadelphia is home for many Asians from Cambodia, Laos, Korea, and elsewhere. In many cases,

these Asian Americans were employed in their home country in professional occupations, including teaching. Such professionals who had to leave their home country as refugees were unable to bring the necessary documentation proving that they had the educational and occupational background to be certified as teachers. One of the unique features of the Asian Teachers Program is Temple University's commitment to provide a special mechanism that screens the capabilities and backgrounds of these professionals, allowing them to matriculate into a teacher-certification program despite their inability to provide the typical documentation.

The program is based on an intern teaching model that has been in place at Temple for several years. In this model, students with baccalaureate degrees are brought to the university (usually during the summer) for an intensive program to prepare them for teaching. With this experience, students can qualify for an Intern Teaching Certificate from the state. Their program is then completed through a combination of on-the-job internships and part-time formal study during the next two years.

In the Asian Teachers Program, the intern model has been augmented with an intensive language program that occurs prior to any teaching experience. When the students have completed their language program and have been certified by the university as proficient in English, and when they have completed the initial teaching practicum, the Philadelphia school system will hire them as full-time teachers. During their first year as teachers, students are provided with financial and other support. Mentorship and induction programs are provided through the school district.

The program is coordinated by Temple University in collaboration with the school district. School district personnel sit on the program advisory committee and provide guidance and feedback to the program's director.

CONTACT:

Dr. Gail Weinstein-Shr
Assistant Professor of English Education
Temple University
446 Ritter Hall
Philadelphia, PA 19122
(215) 787-3344

CENTRAL MISSOURI STATE UNIVERSITY
Faculty Exchange Program
Reference Number: 20525

The Faculty Exchange Program was initiated during summer 1989 in conversations between the chair of the Department of Curriculum and Instruction at Central

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Missouri State University and the superintendent of schools in Warrensburg, where the university is located. With so many areas of common concern, both parties felt a better understanding of the other's mission and workplace would speed the solution of articulation problems between them.

A faculty member from the Department of Curriculum and Instruction will be relieved of a portion of his or her university courseload to teach a ninth-grade citizenship class at Warrensburg High School in order to field-test procedures to be taught in a social studies methods course. In exchange, school system personnel will teach a foundations of education course and supervise the accompanying field experience in the Warrensburg schools.

The course responsibilities have been divided among the involved parties according to their areas of expertise; those parties, and their course responsibilities, are

- (1) superintendent of schools—School Governance, School Law, Philosophy of Education;
- (2) high school and elementary school principals—Curriculum, Effective Teaching;
- (3) school system personnel—Observing Teachers, Classrooms & Schools;
- (4) assistant superintendent for finance—Financing America's Schools, Today's Innovations-Tomorrow's Schools;
- (5) director of special services—Social Issues & Children at Risk, History of Education.

Further opportunities for cooperation will be explored as the current exchange progresses and more staff members from each organization become involved.

CONTACT:

Patricia A. Van Decar
Assistant Professor of Education
Central Missouri State University
300 Lovering Hall
Warrensburg, MO 64093
(816) 429-4235

GENESEE COMMUNITY COLLEGE

Visiting Faculty Program
Reference Number: 20575

Genesee Community College, in cooperation with area superintendents of schools, has created two visiting faculty positions at the college. Visiting faculty members will be regular faculty members at schools in Genesee, Livingston, Orleans, and Wyoming Counties. The purposes of the Visiting Faculty Program are to (1) bring school and college faculty into closer contact with each other, (2) improve understanding of school and college

curricula, and (3) provide school teachers with professional-development experiences that might be useful when they return to their positions in the following school year.

To fund the Visiting Faculty Program, Genesee Community College will reimburse the home school for a participating faculty member's direct salary and retirement costs for the academic year; the faculty member will continue to be carried on the home school's insurance and other benefit programs. The home school principal and the superintendent of schools must approve each application.

Visiting faculty members will teach a full load, as defined for regular community college faculty, and may be expected to teach one course in the evening or, if appropriate, at one of the college's off-campus instructional sites. They will be expected to teach according to the college's calendar, which begins with Professional Activity Days in mid-August and concludes with graduation at the end of May.

Participants in the program will be selected from among teachers in the following subject areas: history, economics, psychology, human services, sociology, criminal justice, English, mathematics, speech, political science, art, reading, computer science, and business. Faculty members selected for a visiting faculty position should hold a master's degree and must have taught at least five years in the discipline in which they will teach. Visiting faculty members will participate in new faculty orientation and regular professional-staff workshops and will be encouraged to become involved in college activities during the year.

Evaluation of the program will be formally undertaken in cooperation with the sponsoring school superintendents after three years.

CONTACT:

Dr. Larene Hoelcke
Acting Vice President for Academic Affairs
Genesee Community College
Batavia, NY 14020
(716) 343-0055, ext. 528

NORTHERN ILLINOIS UNIVERSITY

DeKalb/NIU Partnership
Reference Number: 20545

Northern Illinois University (NIU) and DeKalb Community Unit School District #428 have been involved in an Illinois state grant, which was obtained through the DeKalb school district. The purposes of this grant are to improve teacher education and to recognize teacher excellence within the district.

Three major concerns were expressed early in the

planning stages for the DeKalb/NIU Partnership. The first was the concern for emphasizing the partnership between a school district and the university. The clinical model suggests that classroom teachers come on campus to teach, and that university professors go out into the schools to teach and consult. The response was remarkable. Therefore, this concept was put into the grant through the circulation of a Shared Resource List giving areas of individual expertise.

The second concern was the linking of theory to practice. In other words, how can the classroom teacher know what the clinical student has experienced in the methods classes on campus? The classroom teachers were encouraged at the beginning of the semester to fill out a very brief form stating what they would be doing during a particular three-week period. The university professors, in turn, supplied the classroom teachers with brief overviews of what they would like to see their students experience in the schools and a course syllabus.

Third, the extended-day tutoring program was a major concern of the school district, which wanted to provide this service. Each school was given the freedom to come up with a workable tutoring program. All in all, the response was favorable. The junior student teachers tutored before and/or after school for approximately two days a week.

Recognizing the teachers' efforts led to improved morale. It was their choice to apply for conferences and workshops they thought worthy. Substitute pay was incorporated into this reward. Some conferences, such as teaching the slow learner, writing, and math, were brought to the district. They were all well received.

The university codirector worked closely with the public school codirector in setting up and implementing the overall program. The public school codirector position was a half-time release from teaching, which allowed time for administration. The major involvement came about through organizing the career incentives segment, which in turn recognized teacher excellence. The building coordinator was chosen by merit. The responsibilities of this position involved orienting, overseeing, and supporting the clinical students in the building, delivering weekly seminars on pertinent issues, organizing the extended-day tutoring program, and promoting interest in workshops and conferences.

Evaluation showed positive acceptance in general of the program. The strongest area was the clinical students' respect for their cooperating teachers; the weakest was the cooperating teachers' rating of the program's success at closing the gap between theory and practice. For a first-year program, the success rate was considered high.

CONTACT:

Dr. Marilyn Ruddy
Professor of Education, Curriculum,
and Instruction
Northern Illinois University
DeKalb, IL 60115
(815) 753-9096

GRAND VALLEY STATE UNIVERSITY

The Coalition for Excellence in Science and Math Education
Reference Number: 20365

Initiated in 1984, the mission of the Coalition for Excellence in Science and Math Education is to provide networks among government, business, and education to improve mathematics and science education for K-12 students. The program's goal is to help schools produce students who are scientifically literate and who possess entry skills necessary for technologically based programs. By 1987, the coalition became a true regional alliance of six area colleges (Aquinus College, Calvin College, Grand Rapids Junior College, Grand Valley State University, Hope College, and Muskegon Community College); teachers and administrators from three county school districts; and many regional businesses, industries, and professional societies.

The coalition sponsors Science and Math Update Seminars twice yearly for teachers and outstanding science and math students, as well as a variety of inservices and workshops for teachers throughout the year. The *Coalition News* is published monthly and distributed to more than 2,800 readers. The coalition's *Periodic Reports & Retorts* is a chemistry newsletter with a statewide distribution of 900. Together with Grand Valley State University, the coalition annually hosts a regional science olympiad; this year's event was attended by more than 1,400 students and was the largest regional olympiad in the country. The coalition also annually sponsors the National Engineering Aptitude Test and National Chemistry Olympiad Exam. During the 1988-89 school year, the coalition's programs and activities reached approximately 2,400 students, 1,800 teachers, and 350 others.

The coalition was awarded a 42-month partnership grant from the National Science Foundation to fund its Recognize Exemplary Teachers—Expand, Enlist, and Extend (RET-E3) program. RET-E3 honored 20 outstanding science and math teachers this year. Many of these teachers will work in industry internships during the summer, then enter a curriculum-development phase. This special relationship between education and industry

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should result in increased relevance of science and math materials in the classroom.

In March 1989, the coalition, in conjunction with area school districts, received \$95,000 in Math/Science Challenge Grant monies from the Michigan Department of Education. These funds will be used to develop teacher Alliances in math and science. Teacher Alliances in the areas of chemistry and physics have already been formed under the auspices of the coalition. Funds will also be applied to a mini-grant program for teachers to pay for special science and math projects, as well as to the industry internship program for teachers. In addition, a portion of the grant will be used to plan for new regional facilities and programs in the areas of science and mathematics.

CONTACT:

David O. Tanis
Executive Director
Grand Valley State University
 301 Loutit Hall
 Allendale, MI 49401
 (616) 895-2238

CLEVELAND STATE UNIVERSITY Visiting Instructor Program Reference Number: 21056

The purpose of the Visiting Instructor Program at Cleveland State University is to identify a select number of master teachers in area schools and to invite them to join the staff of the College of Education for one year to add a special dimension in the training of future teachers that could not otherwise be achieved. These visiting instructors act as fellow teacher educators at the college while on leave of absence from their schools. While acting as college instructors, these master teachers

share their skills with students as well as interact with university staff, which in turn contributes to the professional development of both the visiting instructors and the university's faculty.

Selection of master teachers is based on the instructional needs of the college, the expertise of the candidate, and the availability of the candidate for released time from the cooperating school district. After being nominated by school superintendents or their designees, the dean of the College of Education, college department chairpersons, and the director of field services select candidates from the nominees. Since 1979, from two to five teachers have participated in the program each year.

The specific goals of the program are to

- (1) increase the opportunity for College of Education students to interact with and learn from outstanding master teachers;
- (2) promote further collaborative efforts between area school districts and the College of Education for the improvement of undergraduate teacher education;
- (3) increase understanding of the role that quality master teachers may play in undergraduate teacher-education programs;
- (4) provide opportunities for classroom teachers to have a meaningful leave of absence from their school systems while increasing their value as resource persons for the future;
- (5) promote greater opportunities for master teachers to participate in the design and development of quality teacher-education programs.

CONTACT:

J. John Harris III
 Dean, College of Education
Cleveland State University
 Rhodes Tower #1416
 Cleveland, Ohio 44115
 (216) 687-3737

SECTION FOUR:

National Models of Faculty Development and Professional Revitalization

MARYMOUNT COLLEGE AT TARRYTOWN

Academic Alliances in Foreign Languages and Literatures
Reference Number: 20251

The Academic Alliances in Foreign Languages and Literatures are local collaborative groups of faculty members who teach modern and classical languages and literatures in elementary and secondary schools, colleges, and universities. These teachers meet monthly or bimonthly in local groups to discuss problems and to share knowledge and teaching techniques in their disciplines.

The Alliances currently include more than 6,000 faculty members who teach more than 350,000 students. They are located in 42 states and the Virgin Islands. In addition, many of the collaboratives regularly invite graduate students, college language majors, and selected high school students interested in teaching foreign languages to their meetings.

In each local Alliance, members meet to discuss the latest developments in the field of foreign language teaching and learning, to explore particular problems affecting the institutions represented by the Alliance, and to find creative solutions to these problems. Alliances allow faculty to take collective responsibility for the practice of their profession and for the improvement of the quality of their intellectual and professional lives.

In spring 1988, the national office for Academic Alliances in Foreign Languages and Literatures at Marymount College at Tarrytown evaluated the effects of participation in a foreign language Alliance group on teachers around the country. In areas such as improvement in teaching, professional growth, and professional self-image, the positive response was between 60 percent and 80 percent. These figures are unusually high.

The national office is headed by Dr. Ellen S. Silber, professor of French. To facilitate the formation of new groups and to support ongoing groups, Dr. Silber's office provides consulting services; organizational materials and guidelines; speakers for national, regional, and local meetings; press releases and press kits; and details on funding opportunities.

In addition, Academic Alliances in Foreign Languages and Literatures publishes the triannual newsletter *Collaborate* and prepares a column for *Foreign*

Language Annals.

Funding for the national office comes from foundation, corporate, and government grants. The National Endowment for the Humanities recently awarded the national office \$260,605 for a nationwide project titled Foreign Language Instruction Through the Study of Literary Texts. Teams from each collaborative will attend one of four working conferences on the reading and teaching of literature.

CONTACT:

Dr. Ellen S. Silber
National Coordinator, Academic Alliances
Marymount College
Tarrytown, NY 10591
(914) 631-3200, ext. 382

UNIVERSITY OF WISCONSIN CENTER-MARATHON COUNTY

History Teaching Alliance/Central Wisconsin Foreign Language Advocacy Group
Reference Number: 20315

The Marathon County History Teaching Alliance is a collaborative group of central Wisconsin's university and secondary school faculty members that has been meeting informally since 1983. University of Wisconsin Center-Marathon County history and political science faculty members have met jointly with history and social studies teachers from Wausau East, Wausau West, D.C. Everest, and Edgar High Schools. The Alliance is committed to sharing its members' interests and resources in an effort to strengthen ties as colleagues and to enrich the educational experiences of the students who are the Alliance's common concerns. The Alliance established an ongoing discussion group in the 1986-87 academic year, which devoted itself to an in-depth exploration of the Constitution as it relates to the problem of warfare.

The Alliance's goals have been to

- (1) maintain the collegial ties that have been established thus far;
- (2) provide mutual support services, so the Alliance's members can better serve their students;
- (3) reinforce the spirit of common commitment to the educational process by sharing ideas usable in members' classrooms;

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- (4) experience professional growth through the exposure to invited scholars and to current historical and social studies materials;
- (5) develop in teachers, students, and the general public a clearer understanding of the institutions that are the basis of the American political and social order.

As these goals suggest, the group operates on the assumption that secondary school and university faculty should relate to one another as professional colleagues. Members engage in an intellectual dialogue that avoids the lecture technique and the transmission of knowledge from "possessors" to "receivers." It is essential to the success of the project that the Alliance's members meet as teachers mutually engaged in the pursuit of greater insight into their profession and work.

At this stage of development, the Alliance has established contacts and begun to function on a resource-sharing basis. Moreover, it has, over the past two years, taken a crucial step in the direction of discipline-based interaction. In 1986 and 1989, the National History Teaching Alliance awarded the Marathon County Alliance major grants to engage in study of the Constitution and labor history. The Alliance believes that engagement on a scholarly plane is essential if its members are to reach their full potential as teaching professionals. This program offers a means whereby interaction may be sustained, and a mutually rewarding professional growth can continue. An ancillary benefit has been greater communication between teachers, which is important to the improvement of instruction at members' respective institutions, both secondary and postsecondary.

While this description has focused on the History Teaching Alliance, a collaborative group has also been operating in the modern foreign languages. Moreover, the university has embarked on an effort to create an Alliance with English teachers in northern Wisconsin. Thus, the program is moving toward a broad institutional commitment.

CONTACT:

James Lorence
Professor of History
University of Wisconsin Center-Marathon
County
518 South 7th Avenue
Wausau, WI 54401
(715) 845-9602

NORTH CAROLINA STATE UNIVERSITY

The Wake County Collaborative
Reference Number: 21141

The Wake County Collaborative was formed in fall 1981 on the campus of North Carolina State University (NCSU) in Raleigh. As part of a nationwide project titled Strengthening the Humanities Through Foreign Language and Literature Studies (developed by Dr. Claire Gaudiani and funded by the National Endowment for the Humanities), the Raleigh team served as one of three model pilot groups that helped to spread the collaborative concept throughout the country. The Raleigh group now forms part of a national organization called Academic Alliances: School/College Faculty Collaboratives. In 1987, the Wake County Collaborative received funding from the North Carolina Humanities Council to assist in establishing approximately 12 new professional collaborative groups throughout the state of North Carolina.

The Wake County Collaborative consists of faculty members from Wake County secondary and postsecondary institutions who meet in different locations throughout the area six times a year. Through a carefully planned, ongoing program of professional development, collaborative members address areas of mutual concern relating to the teaching and learning of foreign languages. Team members engage in activities such as reporting on recent journal articles and books in the field of applied linguistics and foreign language pedagogy; evaluating materials, textbooks, and testing instruments; and discussing developments in foreign language teaching methods and techniques. Continuing education credit is available to participating public school teachers. A newsletter entitled *Wake Up!*, edited and produced by Dr. Mark Sosower, assistant professor of classics in the Department of Foreign Languages and Literatures at NCSU, is sent to all members of the team and reports on news of the collaborative, in addition to providing information on developments of current educational interest.

CONTACT:

Dr. Arlene Malinowski
Associate Professor
Department of Foreign Languages
Box 8106
North Carolina State University
Raleigh, NC 27695-8106
(919) 737-2475

CENTENARY COLLEGE

Northwestern New Jersey Academic Collaborative
Reference Number: 20550

The Northwestern New Jersey Academic Collaborative was formed in the spring of 1987 by public school and college educators to provide a forum for sharing ideas, information, concerns, and perspectives. After an initial meeting attended by approximately 30 educators, the group decided to be interdisciplinary rather than discipline-specific. Most felt that discipline-related workshops and meetings were abundant. The main desire of the participants was to transcend the divisions of elementary school, secondary school, and college and meet as true professionals with no hierarchical barriers.

The group is a part of the National Academic Alliances founded by Dr. Claire Gaudiani. Although officially coordinated at Centenary College, the group meets throughout the academic year at high schools and elementary schools, as well. A steering committee of public school and college faculty plans meetings focused on topics of common interest. Each meeting is further planned by a subcommittee that changes for each session. Such topics as student motivation, critical thinking, and the role of liberal arts in curricula are discussed. Participants share journal articles, information about the topic as it relates to their respective institutions, and literature about conferences relating to the topic. The collaborative's members, in addition, devise ways to make connections regarding the topic among all grade levels.

The collaborative benefits each level of education as its members become aware of what is happening with colleagues in all participating institutions. Members form professional relationships and friendships with educators whom they would not have previously encountered. They often become aware of journal articles or research projects they might not have discovered otherwise. The hierarchical nature of the educational structure, which can cause isolation and misunderstanding, is eliminated through communication.

The collaborative currently operates informally, but it plans to pursue funding in the future. During summer 1989, the executive committee met and discussed ways to extend the collaborative. One member of the group is making a computerized list of names, grade levels, disciplines, and special interests of participants so that others can be aware of resource persons and colleagues with similar interests. The collaborative has responded to a need for communication among various levels of education and continues to define itself and grow as a consortium of professional individuals who can learn much from one another.

CONTACT:

Dr. Eleanor Carducci
Assistant Professor
Centenary College
400 Jefferson Street
Hackettstown, NJ 07840
(201) 852-1400, ext. 269

KENNESAW STATE COLLEGE

Kennesaw State College History-Political Science
Teaching Alliance
Reference Number: 21270

The departments of history and political science at Kennesaw State College seek to strengthen relationships with local school districts through a series of seminars and other activities designed to create Alliances between college professors and secondary teachers. In 1985, Kennesaw State College (KSC) was one of the first five colleges in the nation to receive a grant from the History Teaching Alliance (HTA) to host a summer seminar for secondary teachers, titled *The Constitution and the Rule of Law*. Since that year, the history and political science departments have sponsored a total of four collaborative seminars with secondary school teachers of U.S. history and American government. The first two seminars, on constitutional issues, were held during 1985-86 and 1987-88 and were wholly funded by the HTA. During each of these two seminars, participants chose topics for monthly follow-up sessions held during the school year, as a means of continuing contact between KSC and the schools.

In spring 1988, the Georgia Council for the Humanities provided a grant for a collaborative seminar, titled *Including the Excluded: Blacks, Women, and Native Americans Under the Constitution*. The seminar met for three 2-day sessions, with two days devoted to each group. Scholars spoke on their topic during the first day; on the second, teachers met to develop curriculum materials based on the scholar's presentation. The two directors prepared lengthy chronological outlines of major court cases and legislation involving blacks, Native Americans, and women, along with a bibliography for each area. The outlines, bibliographies, and curriculum materials were compiled into loose-leaf notebooks and distributed to the participants. The teachers presented workshops to other history and government instructors at their schools, sharing materials and information from the seminar.

The most recent collaborative effort was a workshop on the federal courts, cosponsored by the National

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Archives-Southeastern Branch (Atlanta). It was funded by a grant of \$33,000 from the U.S. Bicentennial Commission, in addition to \$3,000 from the HTA.

One purpose of the workshop was to develop teaching packets based on federal court records at the National Archives. Prior to the workshop, the two seminar coordinators visited the Archives to identify cases and select documents that might be useful in high school classrooms. They subsequently researched the historic background of each case, prepared glossaries of legal terms, wrote study questions for the documents, and prepared suggestions for further reading; these materials were included in an introduction to each case. Cases selected were landmark Supreme Court cases originating in the Southeast (*Chisholm v. Georgia* and *Gomillion v. Lightfoot*, for example) or cases that would illuminate a particular historic period (the *Antelope* case and the *Leo Frank* case, for example).

Following the two-week workshop, the coordinators prepared the cases for printing in two volumes, one of "landmark" cases and one of "historic" cases. These were distributed to participants, to social studies coordinators in each system, to funding agencies, to state social studies coordinators across the country, and to libraries. More than 300 have been distributed thus far.

Responses to the four seminars from the participating teachers have been extremely positive. Virtually all of them stressed the importance of studying content rather than teaching methods. Participants appreciated the informal nature of the classes, and that they were treated as professional colleagues rather than as students.

KSC is now organizing statewide Alliances for history and political science teachers on the college and secondary levels with a grant from the Georgia Humanities Council. Preliminary meetings to plan for a series of local and regional meetings have included representatives from 18 of the state's senior colleges and local school systems served by the colleges. Regional and local Alliances, as a result of the efforts, also are being formed.

CONTACT:

Dr. Helen S. Ridley
Professor of Political Science
Kennesaw State College
P.O. Box 444
Marietta, GA 30061
(404) 423-6251

NORTHEASTERN UNIVERSITY

Greater Boston Foreign Language Collaborative (GBFLC)
Reference Number: 21263

The Greater Boston Foreign Language Collaborative (GBFLC) was organized in 1983. Its formation was facilitated by a National Endowment for the Humanities grant, Strengthening the Humanities Through Foreign Language and Literature Studies, of which Dr. Claire Gaudiani served as project director. Three faculty members, two secondary-level chairpersons, a noted college-level expert on comparative literature (all still active members of the collaborative), and a high school administrator attended an organizational session in Philadelphia.

The GBFLC was instituted as a place where foreign language and literature teachers could get together to discuss matters of mutual concern, learn about new classroom techniques and grant opportunities, and, perhaps most important, create a supportive environment. There are currently about 75 members of the GBFLC, of which 70 percent are high school teachers, 25 percent college teachers, and the rest a mix of elementary and middle school teachers of foreign language. The Massachusetts institutions represented include Northeastern University; Simmons and Boston Colleges; the University of Massachusetts-Boston; Pine Manor College; the Boston and Cambridge Public School Systems; Newton North, Newton South, Wellesley, and Weston High Schools; and Brown & Nichols School.

The GBFLC is funded by dues of \$5 per year. Pine Manor College provides the collaborative with a place to meet and contributes to the expense of running the meetings. Expenses are minimal, consisting mainly of postage and refreshments.

Responsibility for most of the collaborative's activities is shared between cochairs (one secondary and one postsecondary) and a steering committee of eight members that meets five times per year. Four collaborative meetings a year are developed around practical themes, such as Techniques You Can Use in Class Tomorrow; Fulbright Teacher Exchanges; and Technology in the Foreign Language Program (held in a high school language lab). Subgroups, holding separate meetings, focus on technology, oral proficiency, and the Educational EQuality Project Task Force (of which the collaborative is a member).

Member surveys done by the collaborative have repeatedly shown that members find the meetings invigorating and directly effective on their teaching. They report also that the collaborative has helped raise their self-esteem as professionals and has led to many

friendships, both professional and personal, among people who would not ordinarily have the opportunity to meet.

CONTACT:

Mary Ellen Kiddle
Assistant Professor
Boston College
Lyons 302-A
Chestnut Hill, MA 02167
(617) 437-2234

UNIVERSITY OF WISCONSIN-MILWAUKEE

Milwaukee Area Academic Alliance in English
Reference Number: 21269

The Milwaukee Area Academic Alliance in English began in 1988. It is intended to serve all high school and college English teachers and (as of fall 1989) middle school language arts teachers in a six-county metropolitan Milwaukee area. Announcements of the meetings, which are held on Saturdays (on the teachers' own time), are sent to English departments at all public and private high schools, middle schools, and colleges in the area. Each general meeting is attended by 35-40 teachers, from all over the metropolitan area.

The Alliance's purpose is to bring area teachers together to share ideas, problems, and possible solutions concerning the teaching of English. Its approach is a communal one; the intent is not to bring outside experts in for inservice programs, but rather to provide a forum for self-help. The Alliance has three general meetings per year (fall, winter, and spring), which are planned monthly by a planning committee. At a given meeting, the program usually consists of short presentations by two or three teachers about their own experiences in the classroom, followed by general or small-group discussion by all those who attend.

The theme that ran through the 1989-90 meetings was Bringing Literature to Life. The fall meeting provided an opportunity for teachers to share their enjoyment of their summer reading with other teachers and to discuss possible incorporation of those works into the classroom. The winter meeting dealt with using the techniques of drama to bring literature to life in the classroom. At the spring meeting, teachers shared their ideas and experience in using writing to enable students to enjoy literature.

The benefits of this effort are many, all stemming from the opportunity for teachers to make contact with other teachers in the area. It augments the pool of human resources available to any teacher who would like some

assistance with a class. It provides a natural way to effect smooth school-college articulation, since college teachers and high school teachers both learn what goes on in the others' classrooms. In addition, and very important, it provides a major psychological benefit to teachers who feel overworked, underappreciated, and isolated in their own schools. Evaluations of the meetings held so far are overwhelmingly positive. Teachers report coming away from the meetings with a sense of renewal and professionalism.

The Alliance has no dues or membership arrangements; the costs of supplies and program promotion are borne by the College of Letters and Science at the University of Wisconsin-Milwaukee. The cost of refreshments at the meetings are borne by the teachers on the planning committee.

CONTACT:

Jessica R. Wirth
Associate Dean, College of Letters and Science
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5891

UNIVERSITY OF SOUTHERN CALIFORNIA

The Mutual Learning Program for University and High School Teachers
Reference Number: 20154

The Mutual Learning Program for University and High School Teachers was developed in fall 1983 by the Los Angeles Unified School District and the University of Southern California's (USC) College of Letters, Arts, and Sciences to enable high school teachers to meet with university professors to exchange ideas about the subjects they teach and to build collegial associations. School districts throughout Southern California now participate in the program, which provides a day of released time for teams of high school teachers (each member of a team is from a different high school) to meet with the university's teachers on the USC campus. The costs of substitute teachers are shared by the university and participating school districts.

The goals of the program are as follows:

- (1) to provide opportunities for university and high school teachers to share significant research and instructional trends within the disciplines;
- (2) to recognize the contributions that teachers are making to quality education;
- (3) to provide opportunities for teachers to develop their potential;

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- (4) to have university faculty and high school teachers understand each other's needs;
- (5) to promote continuity between senior high schools and the university;
- (6) to develop ways of upgrading student achievement at both the high school and university levels;
- (7) to encourage teachers in high school and the university to work together as professional colleagues.

The program enables teams of six teachers from different schools and school districts to spend a day with university faculty who teach biology, chemistry, English, Latin, Spanish, French, history, mathematics, philosophy or ethics, physics, or journalism. During the day, there are opportunities for teachers to meet informally with department chairs and research faculty. Observing classes being taught is an integral part of the program. Teachers are guests of the faculty for lunch and often meet with those whose lectures they visited. Laboratories are explored, resources are discovered, materials and texts are loaned, and plans are made for future meetings between teachers and their newly discovered faculty colleagues.

Participating teachers are asked to complete an evaluation to suggest beneficial follow-up activities that may involve further contact with USC faculty. Teachers are asked to share their experience with their schools at a department meeting attended by the administrator responsible for the department.

More than 750 teachers have participated since the program's inception, and many have attended more than once. The program is highly praised by teachers, who rate their experiences on an evaluation collected at the end of the day. School districts have continued to expand the funding base for teacher participation. Teachers and their districts value the program for improving articulation between secondary and postsecondary faculty in content areas vital to student success in college. Teachers appreciate the collegiality and ability to build networks of people and resources that can benefit their students. The university professors enjoy knowing teachers who share passion for their research and who work with students aspiring to attend college.

Many teachers return with groups of their students to visit faculty they met on the program. University faculty frequently are invited to visit classrooms of visiting teachers. Some teachers have become involved with faculty in research during summer or after school. Program evaluations have served as a needs assessment to generate ideas for development of other partnership programs.

CONTACT:

Sherryl Lucarelli
Director of Academic Relations

University of Southern California
Los Angeles, CA 90089-1263
(213) 743-0546

UNIVERSITY OF HAWAII AT MANOA

Hawaii Geographic Alliance (HGA)
Reference Number: 20989

The Hawaii Geographic Alliance (HGA), with funding from the National Geographic Society, Hawaii's Department of Education, and the University of Hawaii, is dedicated to increasing geographic literacy in Hawaii. The Alliance began in 1987 as a pilot project on Oahu and was implemented statewide in 1989-90.

The HGA is one of a network of 34 statewide geographic Alliances fostered in as many states by the Education Foundation of the National Geographic Society. The foundation seeks matching funds from a state source, which in Hawaii is the state department of education. In addition, the University of Hawaii provides substantial in-kind support, including offices for the coordinator and secretariat.

The HGA encourages and coordinates geographic education programs and activities statewide. The HGA acts as a catalyst, mobilizing the energy of its many members: community college and university faculty, K-12 teachers, educational administrators, and others in the community interested in bringing geography back to Hawaii's children.

The HGA provides a variety of services and programs, with the focus on the K-12 teacher as the key to increasing geographic quantity and improving geographic quality, by infusing the five geographic themes (location, place, movement, human-environment interaction, and regions) across the curriculum.

To assist schools and teachers in developing curriculum and strategies to improve geographic quality, the HGA

- (1) conducts after-school workshops and field trips at individual schools on a first-come, first-served basis;
- (2) provides consultation services to improve geographic education through needs assessment meetings, textbook reviews, and the like;
- (3) provides geography lessons, activities, and curriculum materials through a library/resource center at the University of Hawaii at Manoa;
- (4) offers conferences, weekend and after-school workshops for credit, and summer institutes to teachers.

Goals of the HGA are to (1) develop and maintain a viable Hawaii Geographic Alliance; (2) encourage teachers to infuse more geography across the curriculum;

(3) train a cadre of geography teacher-consultants and resource teachers who, through the multiplier effect, will bring geography to other teachers; and (4) provide a pool of geographically sound lessons and resources for Hawaii's teachers, with links with other resource networks on the mainland.

The university's College of Education is already measuring effectiveness and benefits of the pilot programs. The educators can call on reliable academic input for their response to a widely felt need to upgrade geographic instruction; geographers anticipate a broader public awareness of and support for their profession; and the university affirms its community service function.

CONTACT:

Thomas A. Ohta
Coordinator, Hawaii Geographic Alliance
 University of Hawaii at Manoa
 Honolulu, HI 96822
 (808) 948-7345

UNIVERSITY OF MASSACHUSETTS AT AMHERST

Western Massachusetts Five Colleges/Public School Partnership
 Reference Number: 21048

Five Colleges, Inc. (consisting of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts at Amherst) has joined in a partnership with the 43 school systems of Berkshire, Hampden, Hampshire, and Franklin Counties in western Massachusetts. Founded in 1984, the collaborative provides opportunities for teachers of every grade level to remain current with their field of academic interest and encourages relationships among teachers in the schools and colleges. Recent evaluation of the Western Massachusetts Five Colleges/Public School Partnership has shown that as a direct result of its activities, teachers' morale and self-confidence have increased, feelings of isolation among teachers have decreased, and college faculty feel more positive toward their colleagues in the elementary and secondary schools. Teachers report significant change in curricula resulting from the partnership's work.

The partnership is directed by a steering committee of school and college administrators, teachers, and representatives from the Massachusetts Teachers Association and the state department of education. All activities are planned and organized by subcommittees of school and college faculty representing specific academic disciplines. The partnership offers conferences and seminars during the school year in mathematics, science, history, writing, foreign language, social sciences,

and humanities. During the summer, research fellowships in mathematics, science, and the humanities are offered, as are institutes in a variety of subjects including space science, foreign language and technology, Native American studies, and writing and computers. Task forces develop resource directories and work on specific projects during the summer. The partnership acts as a referral and resource center throughout the year and provides an electronic bulletin board called SpaceMet/Physics Forum. A newsletter, the *Partnership Calendar*, published four times during the academic year, is mailed to teachers throughout western Massachusetts.

The five colleges, through their consortium, Five Colleges, Inc., provided the initial funding for the partnership and continue to provide a part of the operating costs. Sources of funding for specific projects during the past five years include the school systems, the National Science Foundation, the General Electric Foundation, the Massachusetts Board of Regents of Higher Education, Education for Economic Security Act Title II, the Massachusetts Foundation for Humanities and Public Policy, and the History Teaching Alliance.

CONTACT:

Mary Alice B. Wilson
Partnership Coordinator
 Five Colleges, Inc.
 P.O. Box 740
 Amherst, MA 01004
 (413) 256-8316

BEREA COLLEGE

High School-College Cooperative Learning Program
 Reference Number: 21233

The High School-College Cooperative Learning Program began in 1983 with a grant from the Andrew W. Mellon Foundation. Program activities, currently taking place in 10 counties, include (1) weekend workshops in the liberal arts involving college faculty, high school teachers, and students; (2) inservice workshops for teachers; (3) a semester-long consultants' program where college faculty members teach along with the high school teacher; (4) a Foxfire consortium with eastern Kentucky teachers; (5) Academic Alliances; and (6) attempts at forming a multidistrict consortium in foreign language. In addition, teachers from a wider area—the Appalachian Territory—are invited to share in a seminar program offered in a variety of subject areas.

The Mellon Seminars, as the seminar program is called, bring together teachers and scholars for a two-week period in the summer to allow for leisurely

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exploration of ideas leading to a strengthening of knowledge and skills. The seminars are primarily designed to attract teachers with a wide range of experience and a varied background in education, so that the learning is cooperative and communal. Berea professors and visiting faculty lead discussions and coordinate activities. Participants, designated as Mellon fellows, are accepted on the basis of interest in the program.

The basic aims of the program are (1) to establish a cooperative learning relationship between the Berea College and high schools in the area and (2) to recognize and celebrate outstanding teachers in the basic academic subjects in order to encourage renewed enthusiasm for liberal learning. A participating teacher said of the program, "We must be knowledgeable to some degree in all areas. To be a role model for a student, we must know more than one aspect. This seminar has awakened and revitalized my intellectual curiosity and stimulated my desire to be a great teacher."

CONTACT:

Jackie Betts
Program Coordinator
Berea College
Berea, KY 40404
(606) 986-9341

SYRACUSE UNIVERSITY

Schools and University Partnership for Educational Responsibility (SUPER)
Reference Number: 21142

Schools and University Partnership for Educational Responsibility (SUPER) is a partnership between Syracuse University and 12 school districts. Its purpose is to promote constructive collaboration among the faculties of these institutions. The focus of the partnership is on disciplines rather than grade levels.

The permanent staff of SUPER consists of a director, who is a Syracuse University faculty member, and a part-time graduate assistant. The main efforts of this staff include (1) building an information-disseminating network, (2) facilitating and publicizing programs, (3) organizing the discipline-area committees, and (4) acting as a contact between individuals from the various faculties.

The seven discipline-area committees (mathematical sciences, special education and technology, gifted students, English, foreign languages, social sciences, science) design the SUPER programs. These committees consist of both university faculty and faculty from the participating schools, with half the committees chaired

by school faculty and half by university faculty. The committees are free to propose any kind of collaborative effort that they see fit. Most of the programs thus far have been either workshops or symposia. The school-university dualism within the committees ensures projects that are both current in the field and applicable to the schools. This school-university make-up is also found in the advisory committee that governs SUPER.

Typical workshops may have a wide focus (such as problem solving and the new New York State-mandated elementary science curriculum), or a more narrow concentration on topics of interest to a smaller group (such as the Special Education and Technology Committee's program on communication intervention). Often workshop size must be restricted for the benefit of the participants.

Another effort currently in the planning stage grew out of a series of committee meetings and general symposia put forward by the SUPER committee on gifted students. This committee noted that the partnership established between faculties can also become a direct resource for the students themselves. Thus, the committee, together with faculty from the university's computer department, is proposing to establish a computer network that will allow both high school faculty and students to request information from and establish a link to Syracuse University faculty. Workshops will be conducted to instruct students and faculty on the use of the special network.

CONTACT:

Dr. Ronald R. Cavanagh
Vice President for Undergraduate Studies
Syracuse University
304 Tolley Administration Building
Syracuse, NY 13244-1100
(315) 443-1899

UNIVERSITY OF FLORIDA

History Teaching Alliance (HTA)
Reference Number: 21267

Believing that teachers are the key to improved history education, and that professional barriers separating pre-collegiate and college-level history teachers impoverish both, the History Teaching Alliance (HTA) organizes collegially designed and community-based history collaboratives. These draw history professionals from pre-collegiate and collegiate settings, museums, libraries, archives, and history organizations into sustained and regular contact through a year-long study of their chosen topic.

The History Teaching Alliance was established in

1985, and since its inception more than 1,000 teachers have participated in 62 separate projects in 22 states. History Teaching Alliances feature a two-to-three week summer institute, followed by regular meetings throughout the academic year. They encompass a rigorous academic component, guest presentations by specialists in the chosen history field, discussions among the participants about the discipline and the practical applications of collaborative materials and themes, and evaluations of the program. Alliances are encouraged to make use of local resources in their collaboratives and build community networks that will endure beyond the year's study.

The History Teaching Alliance is a joint program of the American Historical Association, the Organization of American Historians, and the National Council for the Social Studies. It is also one of only eight programs sponsored by the President's Committee on the Arts and the Humanities.

The HTA awards seed grants of \$2,000 to \$10,000 to cover the costs of teachers' and directors' stipends and some of the additional program costs, such as materials and honoraria for speakers. The HTA requires its projects to demonstrate support from participating institutions and school districts, but it will assist the project directors in additional local and national fund-raising efforts.

HTA projects are staffed by a director responsible for financial administration and final reports and a codirector responsible for assisting in project design and administration. Either position may be filled by a K-12 teacher, a college or university teacher, a school administrator, or a public historian, but the project must include a local school representative. Fifteen to 30 teachers can enroll in each program. Guest speakers and participants are drawn from any appropriate institution.

Each of the projects is required to submit evaluations completed by the participants at the end of the summer program. Many also evaluate the academic-year sessions. In addition, the project director is responsible for completing a final report on the project. The most commonly reported benefits to K-12 teachers are intellectual renewal and empowerment. Teachers also value the college and university contacts they make and the access they gain to new resources. Participating college and university teachers and public historians most commonly comment on their new appreciation for the skills and motivation of K-12 teachers and what they have learned from them. They also gain a better understanding of the community's school system that provides many of the students they will teach.

CONTACT:

Jane Landers
Director, History Teaching Alliance

University of Florida
4131 Turlington Hall
Gainesville, FL 32611
(904) 392-0271

UNIVERSITY OF COLORADO AT BOULDER

Colorado Geographic Alliance (COGA)
Reference Number: 21265

The Colorado Geographic Alliance (COGA) was established in 1986 as part of the national network of state-based Alliances supported by the National Geographic Society. COGA is an organization of more than 2,500 classroom teachers, administrators, college professors, and interested citizens dedicated to promoting and improving geographic education in the elementary and secondary schools of Colorado. Membership is free and open to anyone interested in promoting geographic education.

A. David Hill, of the department of geography, University of Colorado at Boulder, is the coordinator. The steering committee is comprised of eight members from the university and participating schools. COGA is funded by matching grants from the National Geographic Society Education Foundation and the state of Colorado, with supplementary support from the University of Colorado at Boulder. COGA offers a two-week summer institute for 30 participants selected from school districts and the Board of Cooperative Educational Services. Institute participants become part of a regional network of more than 150 educators who motivate, support, and train colleagues in knowledgeable and creative geography teaching.

COGA provides a cadre of experienced teachers who offer inservice programs for K-12 teachers. Grants of \$150 to \$500 are available for projects that strengthen geography curriculum. COGA also pays the materials expenses of students enrolled in special courses at Colorado colleges and universities and provides liaisons to geography teachers throughout the state.

CONTACT:

A. David Hill
Alliance Coordinator
University of Colorado at Boulder
Box 260
Boulder, CO 80309
(303) 492-6760

Part Two

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

The UNC Charlotte Area Local Physics Alliance
Reference Number: 20281

The UNC Charlotte Area Local Physics Alliance grew out of a southeastern regional workshop in April 1988 sponsored by the American Physical Society (APS) and the American Association of Physics Teachers (AAPT), with support from the National Science Foundation. The workshop was the first of a series of regional workshops around the country to improve physics teaching by building school-college collaboratives. The first meeting of the UNC Charlotte group was in August 1988, which was followed by meetings on a monthly basis at sites on college campuses, local high schools, and Discovery Place, the area science education museum.

The Local Physics Alliance project is part of a broad national effort with the APS and the AAPT, which are members of the Triangle Coalition for Science and Technology Education working with the Academic Alliances program. The need for Alliances arises from the isolation a physics teacher experiences as the only physics teacher in his or her school, with no colleagues with whom to discuss the challenges arising in physics teaching. Oftentimes, the physics teacher's background is in an area other than physics, and the need to share and update physics knowledge is even more important. The Local Physics Alliance works toward keeping teachers current in their knowledge, thereby better able to prepare their students for work and further study. School teachers gain access to resources and improve their professional competence, while college faculty gain understanding of the working conditions of their school colleagues. Both school and college faculty benefit by this sharing.

The UNC Charlotte Area Local Physics Alliance serves those within after-school driving distance, recognizing that the teachers will be back to school early the next morning. Approximately 50 high school physics teachers are within the area, and the majority have attended one or more Alliance meetings. The average meeting attendance has been around 15. The typical meeting will consist of a presentation by the host, a sharing session by the participants, planning for the next meeting, and the "give-away" (an inexpensive demonstration illustrating some physics principle) for each person to take back to the classroom. Special activities involving area students have also begun, including a physics contest and competition and amusement park physics. So far, all expenses have been met through grants and donations—an indication of the recognized need for the Alliance's activities.

CONTACT:

E. S. Oberhofer
Associate Professor of Physics
Physics Department
University of North Carolina at Charlotte
Charlotte, NC 28223
(704) 547-2505

INDIANA STATE UNIVERSITY

Partners for Educational Progress (PEP)
Reference Number: 20410

Partners for Educational Progress (PEP) originated in 1986 in the School of Education (SOE) at Indiana State University (ISU). The purpose of the program is to encourage and support SOE faculty in working collaboratively with personnel in public schools on a long-term basis. The underlying premises for the collaboration are

- (1) that all participants are viewed as equal partners and colleagues, not a hierarchy with the university professor telling public school people the answer to problems;
- (2) that the work is done with others, not traditional university school research done "to" or "on" teachers and students;
- (3) that the work is long-term, not a traditional one-shot consultancy with the professor in the school briefly, never to return.

The focus for the work is often open-ended and loosely defined at the beginning. The agenda becomes established through discussion of mutual interests and concerns.

PEP currently involves approximately 40 university faculty members working with about 20 projects. The projects vary in size: In one project, two SOE faculty work with three teachers, in another several secondary education and counseling faculty work with 71 junior high/middle schools. Most projects fall in that range. Settings also vary—from small rural districts with one high, junior high, and elementary school to a project in the third-largest district in the state. The PEP program is funded with maintenance monies provided by ISU. Some projects are supported with grants from endowments and by state and federal sources.

A major benefit of working on a collaborative project is that isolation is reduced for all participants—university professors as well as public school teachers. University and school participants also report that their interest and enthusiasm in their work is rekindled. SOE faculty gain first-hand knowledge of current issues faced by those in the schools. Some report feeling reaffirmed that

they still have something to contribute. Others feel gratification in helping to bring about change. Public school participants report that university colleagues aid them in reflecting about their work, in considering alternative models, in drawing upon the literature, and in developing meaningful research. University professors also assist in brainstorming and in figuring out methods for getting help with problems. Perhaps most important, university faculty facilitate school faculty in taking ownership and action with things school people believe are important.

CONTACT:

Dr. Gail M. Huffman
Associate Dean, School of Education
Indiana State University
Terre Haute, IN 47809
(812) 237-2893

UNIVERSITY OF CALIFORNIA, DAVIS
Area 3 Writing Project (A3WP)
Reference Number: 20311

The Area 3 Writing Project (A3WP) at the University of California, Davis (UC-Davis), is one of 18 teacher inservice projects in the California Writing Project and one of 166 in the National Writing Project. A3WP, now in its 13th year, follows the Writing Project's model, with all programs based on the principles (1) that the best teacher of other teachers is a successful classroom teacher; (2) that teachers of all grade levels and segments of education must work collaboratively to effect change; (3) that classroom practice should inform research and vice versa; (4) that writing is fundamental to critical thinking and learning in all subject areas; (5) and that teachers of writing must be active, effective writers themselves.

The Area 3 Writing Project provides a series of inservice programs led by A3WP teacher-consultants. The workshops are coordinated with school-site teachers and administrators and are funded by the schools. Usually a series of 5 to 10 workshops will focus on one particular aspect of writing. The inservice programs reach 1,500 to 2,500 teachers per year.

A3WP conducts several programs during its summer institute. The core program, for 20 selected K-college teachers, is a five-week intensive program of workshops, writing, and explorations of research and theory. An intensive three-week course of workshops on writing and reading is open to 20-35 college teachers. A summer multilingual program focuses on approaches to writing instruction for language-minority students in bilingual, English as a Second Language, or mainstream classes. The multilingual program is an intensive three weeks.

Other A3WP courses include the teacher-researcher program and the transition-to-college program. The teacher-researcher program includes a year-long research course for 15-20 classroom teacher-researchers and the publication of a journal intended to give classroom teachers ready access to research findings. The transition-to-college program includes a group of 20 high school, community college, and university instructors working together to create a new 12th-grade English course that focuses on multicultural literature, with an emphasis on critical reading and analytical writing.

The Area 3 Writing Project is funded by grants from the California Writing Project ((University of California), funds from Student Affairs and University-School Programs/Division of Education (UC-Davis), and funds from schools and districts in the greater Sacramento Valley (foothill region).

CONTACT:

Laura Stokes
Director, Area 3 Writing Project
University of California, Davis
Davis, CA 95616
(916) 752-8394

LOUISIANA STATE UNIVERSITY
Louisiana Writing Project (LWP)
Reference Number: 20245

The Louisiana Writing Project (LWP) is a new program based on the National Writing Project (NWP), a nationally recognized teacher-teaching-teachers model in a collaborative university-school program. A basic assumption of the NWP is that universities and schools must work together, and the LWP is a collaborative effort brought about by the hard work of Dr. David England of Louisiana State University, Marianne Fowler of the state department of education, and Evelyn Alford of the East Baton Rouge Parish Schools.

Because of recent implementation of a criterion-referenced writing test and other factors, the Louisiana legislature and state board of education have recognized the need to improve Louisiana students' writing. According to a report of the Southern Regional Education Board, writing achievement in Louisiana is lower than in other southern states and significantly lower than in the rest of the nation.

The LWP is a focused, long-range comprehensive plan to improve student writing through the improvement of the teaching of writing in grades K-12. The project has set as its goal to provide two days of writing inservice training for at least one teacher from every school in the state, or approximately 1,400 teachers. To do this,

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the LWP uses teams of previously trained public school teachers who have completed the summer Writing Project institute at Louisiana State University (LSU), the University of Southwestern Louisiana, or the University of New Orleans. In three teams of nine teacher-consultants, these people carry the message of the highly successful National Writing Project across the state.

The teachers who receive this inservice training have continued contact with their teacher-trainers and with university personnel. They are expected to take back to their schools the ideas from the workshops. These are the seeds that grow into a strong statewide network of writing teachers and writing instruction.

At the same time, six regional local education agencies (LEAs) are continuing participation in the LSU writing project. In annual grants averaging \$15,000, LEAs provide funds to support training of 25-30 teacher-consultants. Training takes place during five-week summer institutes, with subsequent school-year staff development in participating districts conducted by the teacher-consultants trained during the summer.

The National Writing Project has a 15-year history of success. In the years the Louisiana Writing Project has existed, it has produced nearly 100 excellent and active teacher-consultants who form the strong base for the burgeoning state network.

CONTACT:

Sarah Burkhalter
Director, Louisiana Writing Project
Louisiana State University
Baton Rouge, LA 70803-4728
(504) 388-2441

UNIVERSITY OF OREGON

Oregon Writing Project/National Writing Project
Reference Number: 21045

The National Writing Project began in Berkeley, California, in 1974 as the Bay Area Writing Project. It now includes more than 160 projects in 46 states and abroad that have adopted the University of California/Bay Area Writing Project model.

Essentially a staff-development program, the National Writing Project (NWP) believes that the key agent in educational change is the teacher. As a first step, therefore, NWP site directors, in conjunction with schools and individuals, identify master teachers of writing in their geographic areas from all disciplines and levels of instruction, elementary school through university. They then bring these master teachers together on university campuses for intensive summer institutes lasting four to five weeks. After completing

the summer institutes, these trained NWP teacher-consultants conduct staff-development workshops during the academic year in their schools and districts to train teachers of English and other disciplines in new methods to improve writing. In addition, they may meet periodically as a group to renew and extend the advances of the summer. Thus, the NWP model is a grassroots program with built-in mechanisms for ongoing teacher support and for extension of benefits to an ever-widening circle of teachers and students.

The Oregon Writing Project, established in 1978, is one of the earliest affiliated sites of the National Writing Project. Primary activities include annual summer workshops for experienced writing teachers in English and other content areas, conferences, and in-district workshops. As reported by the University of Oregon, the success of the NWP model is the result of following these two principles: (1) selecting experienced teachers to teach and share with each other in workshop settings, rather than relying only on lecturers and outside consultants, and (2) requiring writing teachers to write, so that they rediscover and maintain positive attitudes toward the importance of composition and toward their own writing capabilities. Additional workshop sites have been established to form a statewide network from metropolitan Portland to rural southern Oregon.

Evidence is mounting that the NWP model can be adapted for staff development in disciplines other than writing. In California, for instance, the success of the statewide writing project has encouraged similar staff-development institutes and inservice teams in mathematics and science.

CONTACT:

Dr. Nathaniel Teich
Project Director, Oregon Writing Project
Department of English
University of Oregon
Eugene, OR 97403
(503) 686-3911

GEORGIA SOUTHWESTERN COLLEGE

The Southwest Georgia Writing Project
Reference Number: 20507

The Southwest Georgia Writing Project, an affiliate of the National Writing Project, was established on the campus of Georgia Southwestern College in April 1985. The purpose was to improve student writing in southwest Georgia, K-college. The project is committed to the notions of the National Writing Project: The best way to improve student writing is (1) to improve the teaching of writing and (2) to interest teachers in their

own writing. Thus the immediate focus of the project is the K-college teachers and the teaching of writing—a model that provides for teachers to teach other teachers.

The project serves teachers at all levels in this section of Georgia, a 23-county area of 44 school systems, including public and private schools, one private college, and five public colleges. The project is directed by a group of educators comprised of the director and four associate directors. Also, the project is strongly supported, both philosophically and financially, by Georgia Southwestern College and private donations through the Georgia Southwestern Foundation.

Two major activities make up the project. First is the summer institute, in which a group of 20 teacher-fellows come together to discuss, practice, and demonstrate effective methods of teaching writing and to read and discuss the most recent and valuable research in composition. They also devote a great deal of time to improving their own writing. During this summer institute, these teacher-fellows (consultants) work together in learning to teach writing to other teachers.

The second major activity is inservice programs during the school year. Through the directors of the project, inservice programs are planned for teachers in individual school systems. In these 10-week sessions of staff development, the teacher-fellows work with other teachers, teachers at all levels and in all content areas, on techniques for teaching writing. These inservice programs are directed by the project directors but conducted by the teacher-consultants.

The teachers in the summer institutes and the inservice programs are exposed not only to techniques and research in the teaching of writing but also to opportunities to improve their own writing. Therefore, both the teaching and the writing skills of the teachers are enhanced. Perhaps the greatest benefit for the teachers is gaining the confidence to teach writing.

Thus far, the Southwest Georgia Writing Project has conducted five summer institutes and six inservice programs in four school systems. The project has touched more than 150 teachers and, in turn, a tremendous number of students. Principals and curriculum directors generally report an improvement in student scores on writing tests. Teachers report confidence and success in getting students to write. A research project focused on growth in student writing was conducted during the 1989-90 school year.

CONTACT:

Dr. Ondee Ravan
Director, Southwest Georgia Writing Project
 Georgia Southwestern College
 Americus, GA 31709
 (912) 928-1248

TOWSON STATE UNIVERSITY

Maryland Writing Project (MWP)

Reference Number: 20161

The Maryland Writing Project (MWP) was begun in 1981 in cooperation with the Baltimore Area Consortium for Writing Across the Curriculum. Housed since 1983 at Towson State University, the MWP has sponsored an annual summer teacher institute; numerous inservice programs in local districts; and ongoing conferences, speakers, meetings, and programs. The MWP has become a leader in policy and programming related to writing instruction in the state of Maryland.

In keeping with the National Writing Project model, the Maryland Writing Project encompasses teachers at all levels, K-university, and in all disciplines. These educators enter the project through a five-week summer teacher institute. After successfully completing the institute, the educators become part of a collaborative, self-governing project. Project activities have grown and developed since the MWP's inception in order to meet the changing interests of its members and the educational priorities of Maryland school districts. Currently, the MWP supports a student writers workshop for students in grades 2-12, a technical writing institute, parent and preservice education, and a biannual statewide conference on writing.

One of the most important activities of the MWP is its research institute, winner of the 1985 Mitau Award for Innovation and Change in State Colleges and Universities. The research institute provides year-long programming and support for educators, K-university, pursuing classroom research. Currently, the institute is one of only a few such endeavors designed to support the teacher-researchers. During academic year 1988-89, more than 1,150 teachers participated in these activities.

The MWP is largely self-supporting, receiving some support from Towson State University. Towson State University faculty, as well as faculty from Loyola College; the University of Maryland, Baltimore County; and area community colleges, participate fully in the project's activities. Towson State provides facilities and fiscal authority. Individual initiatives, such as the Abell Foundation-sponsored Write to Learn Project, are supported through private funds. Staff, including two part-time codirectors, an administrative assistant, and a part-time secretary, are provided for by a combination of project funds and released time from Towson State.

Project evaluation is conducted in response to program or participant needs. Individual projects may receive extensive evaluation. Studies conducted to date suggest that the MWP has provided a powerful catalyst for change in writing instruction in Maryland and a

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source of instructional/curriculum leadership.

CONTACT:

Elyse Eidman-Aadahl
Associate Director, MWP
Towson State University
Hawkins Hall
Towson, MD 21204

WINTHROP COLLEGE
Winthrop Writing Project (WWP)
Reference Number: 20489

The Winthrop Writing Project (WWP), formerly the CYLUC-W Writing Project, was established in 1983 as a staff-development program for the teaching of writing skills. As an affiliate of the National Writing Project, WWP is part of a program that fortifies more than 30,000 teachers with large doses of professional pride and confidence—and sets burned-out teachers on fire. The Winthrop Writing Project is comprised of an invitational summer writing institute for teachers of grades K-13 in all subject areas and a series of meetings during the academic year where teachers continue to develop writing, teaching, and leadership skills. Participants of the WWP become teacher-consultants who conduct inservice programs on the local, state, and regional levels.

The purpose of the Winthrop Writing Project is to improve the writing skills of students by improving the writing and teaching skills of their teachers. The objectives of the summer writing institute are to (1) study current literature on writing theory and the teaching of writing; (2) improve writing skills for various modes and purposes of writing; (3) develop strategies for the teaching of writing; (4) examine the connections between thinking, writing, and reading of literature; and (5) promote inservice leadership skills.

The requirements of the summer writing institute include (1) actively participating in discussions of reading materials and class activities; (2) completing three pieces of writing, each in a different mode, with one suitable for publication in a class anthology; (3) participating in an editing/response group; (4) presenting a teaching demonstration suitable for an inservice presentation of approximately one hour; and (5) keeping a response journal throughout the course.

Participants for the institute are selected on the basis of their qualities of effective teaching, commitment to the teaching of writing, and willingness to engage in staff-development activities. These summer fellows, who are sponsored by their school districts, receive a grant from WWP to cover tuition for six hours of graduate credit, books, and other educational supplies. In return,

the summer fellows agree to a long-term commitment to the Winthrop Writing Project, including attending meetings throughout the academic year and either attending or presenting programs at local, state, and regional professional meetings. Teachers and administrators who are not sponsored by their school districts can also apply for the institute and will be accepted based on their qualifications and on the space available.

The Winthrop Writing Project has directly affected the writing performance of students in the six school districts of the Winthrop Olde English Consortium (York, Clover, Rock Hill, and Fort Mill, in York County; Lancaster County; and Union County) through the more than 100 teachers who have attended the summer institutes. As a member of the South Carolina Writing Project, WWP serves five additional counties in South Carolina; participants have also attended from neighboring North Carolina.

CONTACT:

Dr. Joye P. Berman
Professor of English
Director, WWP
Winthrop College
Rock Hill, SC 29733
(803) 323-2171

UNIVERSITY OF SOUTHERN CALIFORNIA
USC/California Writing Project
Reference Number: 21051

The University of Southern California's (USC) USC/California Writing Project is a site of the California and National Writing Projects. As with other National Writing Project programs, the project offers teachers an opportunity to become more proficient at teaching their students to write: Project teachers write, examine the writing process, and study the latest research, theory, and practice in the teaching of writing.

The focus of the USC/California Writing Project is a summer institute. During the institute, teachers meet from 9 AM to 3:30 PM four days each week. They write frequently and meet in writing groups to listen to and respond to one another's writing. They demonstrate techniques they have found effective, study with experts in the field of writing, and work on ways of adapting research findings for use in their classroom. Teachers return to their schools having discovered the theory underlying the sound teaching of writing and prepared to implement what they have learned.

In addition to the summer institute, the USC/California Writing Project conducts staff-development

workshops for Los Angeles Unified School District teachers and offers a two-week summer institute for teachers of Advanced Placement English students.

USC selects applicants for the summer institute based on teachers' commitment to teaching writing, openness to new ideas, and willingness to accept the professional responsibility of sharing their expertise with their colleagues. The project particularly encourages applications from teachers of minority and nonnative students. Teachers who are selected receive an expense stipend and may choose to earn continuing education credits.

CONTACT:

Dr. Betty Bamberg
University Project Director
USC/California Writing Project
University of Southern California
Los Angeles, CA 90089-0062
(213) 743-5672

UNIVERSITY OF CONNECTICUT
Connecticut Writing Project (CWP)
Reference Number: 20446

The Connecticut Writing Project (CWP), established in 1981-82, is the state site for the widely acclaimed National Writing Project. It is one of the major outreach programs at the University of Connecticut, working to improve the quality of writing instruction and writing proficiency throughout the state. The CWP offers opportunities for growth and professional development to teachers of writing and to teachers in all disciplines who recognize the worth of using writing as a means of learning any subject matter.

Experienced and talented teachers from all levels of instruction, K-college, and all disciplines participate in summer institutes. These teachers investigate research in the field, apply current theory to the practice of writing instruction, and respond to and evaluate one another's writing.

Summer institutes of the CWP are held at the Storrs and Stamford campuses of the University of Connecticut. Sixteen teachers participate at each location. These participants, called summer fellows, are carefully selected on the basis of written applications, interviews, and letters of recommendation from superintendents and colleagues. Each participant receives a fellowship of \$1,000 plus tuition for six University of Connecticut graduate credits in English. Summer fellows then become teacher-consultants for the CWP, presenting workshops in area schools.

The CWP demonstrates its commitment to improving the quality of writing instruction by

- (1) responding to requests to conduct needs assessments of a school's current practices and goals regarding writing;
- (2) responding to requests to relate a school's curricular goals to current research about writing and reading;
- (3) responding to requests for CWP teacher-consultants to conduct model lessons;
- (4) responding to requests to conduct workshops for administrators to aid analysis of a school system's practices in terms of current research;
- (5) establishing and coordinating *Connecticut Student Writers*, a statewide magazine established to honor excellence in student writing, K-12;
- (6) hosting a statewide writing conference;
- (7) collaborating with the New England Association of Social Studies teachers to publish *Connecticut Originals: Writing in the Social Studies*.

In 1986, the CWP was designated a Center for Excellence by the Connecticut state legislature and was awarded a grant for \$232,000.

CONTACT:

Mary T. Mackley
Director, Connecticut Writing Project
University of Connecticut
Box U-25A, Room 345
Storrs, CT 06269-1025
(203) 486-2328

Part Two**SECTION FIVE:****Programs for Leadership Development and School Management
for Teachers, Administrators, and Counselors****CALIFORNIA STATE UNIVERSITY,
STANISLAUS**

Project Accept
Reference Number: 20319

Research has identified school administrators as the key to improvement in student learning and achievement. However, as noted by the 1978 California Assembly Education Committee Task Force, "many administrators are neither prepared nor encouraged to be educational leaders." In response to this need, California State University (CSU), Stanislaus, instituted Project Accept, designed to provide local, experienced school administrators with leadership training and a leadership background for practicing and aspiring administrators. The project provides the participants with the individualized experiences, skills, and knowledge competencies that have proven to be the attributes of effective school administrators.

Assessment involves a systematic monitoring of progress, followed by a thorough exit evaluation of each participant. This assessment is designed not only to provide participants with an evaluation of strengths and improvement needs with regard to administrative skills but also to provide various school administrative staff with independent and objective assessments of each participant's readiness to assume administrative responsibilities.

Participants in the project must (1) have a high probability of success; (2) currently be in a credential program or be a teacher who is nominated by the superintendent or district; (3) be willing to receive on-the-job training in a local school district if the selection committee recommends it; (4) be willing to take additional coursework and/or inservice beyond the credential program, based on recommendations from the selection committee; and (5) be amenable to participating in inservice programs beyond the regular training cycle.

Recent issues support the need for extensive training for administrators. The two-tiered credential program requires upgrading of administrators' skills. Declining enrollments and the continued drop in pupil's test scores indicate a need for more highly trained administrators, while fiscal restraints and citizens' movements in general require more sophisticated group and information management.

CSU, Stanislaus, reports that the project has resulted in an increased involvement between the School of Education faculty and public school administrators. Also, there has been an increased employment of education graduates of the university, the college's administrative credential program is stronger, and there are better school administrators working with teachers.

CONTACT:

Diana Mayer Demetrulias
Dean, School of Education
California State University, Stanislaus
Turlock, CA 95380
(209) 667-3145

STONEHILL COLLEGE

Superintendents' Center for Public Leadership,
Policy Development, and Planning
Reference Number: 20329

The creation of a regional Superintendents' Center for Public Leadership, Policy Development, and Planning located within the Joseph W. Martin Institute for Law and Society at Stonehill College is an attempt to respond to the professional, personal, and policy needs of school district administrators as they work together to educate and influence sound educational policies and practices within southeastern Massachusetts.

The center offers personal and professional growth and development opportunities to superintendents of schools in at least two broad areas: The center serves the ongoing growth and development needs of its superintendents (i.e., critical events and policy issues), and it provides a base and support for policy analysis and policy development from which to address issues of interest and concern to the towns and cities of southeastern Massachusetts.

The center focuses its energies and resources regionally. Companion programs are provided at the center for the region's municipal and private-sector executives. Its aim is to enhance and strengthen the strategic role these leaders play in the governance of towns and cities in this region and in planning for its future.

The elected board of directors represents the South

Shore and Old Colony Superintendents Associations, Metro South Chamber of Commerce, and the Massachusetts Association of Elected Municipal Officials. Funding for the center's activities is provided through local district membership dues and a MASSLEAD Center Grant.

CONTACT:

Rita E. Smith
 Director, Stonehill Education Project
 Stonehill College
 Washington Street
 North Easton, MA 02356
 (508) 230-1056

- (3) to establish an effective dialogue among teacher participants and between teachers and community leaders.

The program is directed by the executive director of BILD, who has primary responsibility for the development of topic-day programs and program evaluation. Assisting the director is a community board of advisers, which lends professional expertise to program planning, assists with topic-day execution, and selects each year's class of LE teachers.

LE is evaluated immediately following each topic day; teachers evaluate the program, noting program strengths and weaknesses. Information from this evaluation is used by the director and advisory board to plan programs for the following year.

Alumni of the program may join the Leadership Education Alumni Association. Through alumni activities, LE teachers are very active in the community, serving as consultants on matters of educational policy and advocating the importance of education to the community's quality of life.

CONTACT:

Dr. Diane Bennett
 Director, Leadership Education
 Bellarmine College
 Newburg Road
 Louisville, KY 40205
 (502) 452-8161

BELLARMINE COLLEGE
Leadership Education (LE)
Reference Number: 20420

The Bellarmine College Leadership Education (LE) program promotes the continued development of leadership among committed career teachers, K-12. LE was initiated in 1985 and is offered to all public, parochial, and independent elementary and secondary schools in the metropolitan areas of Louisville, Kentucky, and southern Indiana. Participating schools sign a contract with Bellarmine each year.

Leadership Education is the only teacher-oriented program offered through the Bellarmine Institute for Leadership Development (BILD). The purpose of BILD programs is to offer unique educational services to unusually talented students and teachers (e.g., dual-credit, leadership training, enrichment courses). Tuition revenue from a Bellarmine College dual-credit program (the Advanced College Credit Program) funds Leadership Education. LE is offered at no cost to the teacher; usually, participating schools bear the expense of supplying substitute teachers when LE is in session.

The program is designed to provide teachers with a probing study of community challenges that are of concern to education, business, and industry. LE meets monthly, on Fridays, over a period of seven months. Monthly topic days include studies such as urban neighborhoods and civic history, social justice, local government, economic development, media, arts and leisure, human needs and services.

Leadership Education pursues the following goals:

- (1) to identify outstanding teachers who have demonstrated leadership abilities and a high degree of concern for educational and community issues;
- (2) to provide educational activities that will familiarize teachers with community needs, opportunities for improvement, and resources for improvement;

UNIVERSITY OF PENNSYLVANIA
Center for School Study Councils
Reference Number: 20292

Founded in 1943, the Center for School Study Councils (CSSC) of the Graduate School of Education at the University of Pennsylvania was established to provide a mechanism for school superintendents and others in their districts to (1) meet and discuss common problems, (2) learn about developments in a variety of fields about which an educational leader must be informed, (3) conduct research into contemporary issues facing superintendents, (4) conduct educational activities in their districts, and (5) provide easy access to the considerable resources of the University of Pennsylvania for member school districts.

The CSSC currently operates as a resource partnership serving 58 affiliated school districts and superintendents in the Greater Delaware Valley and south central Pennsylvania, fostering school improvement by providing development and enrichment activities to district superintendents in their roles as educators, managers, and community leaders. It is comprised of three

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geographically based councils: the Suburban School Study Council (Group A), the Philadelphia Suburban School Study Council (Group B), and the South Penn School Study Council (Group D).

The CSSC holds monthly meetings that provide a mechanism for school superintendents and others in their districts to meet and discuss common problems and to learn about developments relevant to their work in a variety of fields. In addition, research into contemporary educational and educational management issues is conducted, and easy access to the considerable resources of the University of Pennsylvania is provided.

Services provided include

- (1) staff-development and inservice programs using the expertise of faculty from the University of Pennsylvania;
- (2) borrowing privileges at the University of Pennsylvania's extensive library system;
- (3) a member book service, which provides members with two to four new books per year selected to keep them abreast of ideas relevant to their roles as superintendents;
- (4) access to free and/or reduced-costs consultants from the faculty of the University of Pennsylvania;
- (5) **NEWSBRIEFS**, the CSSC newsletter, which focuses on center activities and research of interest to members.

Several CSSC projects are now under way. The Instructional Design Support System (IDSS) uses the student database of the Wissahickon School District for instructional analysis and decision making by teachers and administrators. The system enables teachers and administrators to probe program quality and its impact on students' experiences. Another project, the High School of the Future, joins CSSC with three school districts, enabling each district to create a high school of the future that responds to its community's desires within the context of educational, social, and other changes.

Other projects include (1) the Principal Selection Criteria, which assesses the priorities, needs, and expectations of students, parents, teachers, and others, and (2) the Using Animals in the Classroom project, which addresses the value of using pets in the classroom and the responsibility it entails.

Funding is shared jointly by Penn's Graduate School of Education and the participating school districts. The cabinet is comprised of the elected presidents and vice presidents from the membership of each of the affiliated councils (A, B, and D). The chair of the cabinet rotates among the presidents of the affiliated councils. The executive director and staff of the center are provided by the Graduate School of Education.

CONTACT:

Dr. Harris J. Sokoloff
Executive Director, Center for School
Study Councils
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-7371

LOUISIANA STATE UNIVERSITY

Project LEAD

Reference Number: 20151

Since 1987, Leadership in Educational Administration Development (LEAD), a technical assistance network designed to help principals solve critical school problems, has been in place in Louisiana. Due to the program's success and acceptance by principals, the Louisiana Department of Education presents this training as a two-year internship for new principals and assistant principals. The faculty in educational administration at Louisiana State University (LSU) now offers technical assistance to educational administration faculty at seven other universities, who, in turn, provide training and technical assistance to beginning principals and assistant principals in their respective regions. The network will serve approximately 175 principals and assistant principals yearly. As of July 1990, the successful completion of the internship is required for principalship certification.

LSU works with the faculty at the seven centers in the delivery of an assessment system and delivers an instructional leadership model, titled Consequence Analysis, that teaches beginning principals and assistant principals how to effectively define and solve key instructional problems. Faculty at each regional center work closely with cohorts of beginning principals and assistant principals as they learn through simulation during the first year of training and as they implement the model in their schools during the second year of training.

A field manual guides the LEAD faculty in the problem-solving seminars and supports the principals and assistant principals in leading an in-school action committee. The field manual provides five performance objectives and supporting material that help principals and assistant principals implement Consequence Analysis in their schools.

Successful completion of the five problem-solving objectives is verified through the use of a triangulation interview procedure. Three interviews are conducted by LEAD faculty, one with the LEAD school administrator

and two with members serving on the principal's problem-solving committee. Each person is considered a point of view. Together, the three represent more than one organizational role or position. The principal and committee members are interviewed separately in order to cross-check perspectives.

Experienced administrators serve as mentors for the new principals and assistant principals in the program. The mentors serve as role models and resources for solving administrative problems for the interns.

LEAD is supported with funds from the Louisiana Department of Education through the Administrators' Leadership Academy; the U.S. Department of Education, Office of Research and Improvement, Education Network Division; and the participating universities through the Leadership in Educational Administration Development program. A policy advisory board comprised of leaders from business and industry, local and state government, education, and professional-development organizations serves to develop policy for the project.

CONTACT:

Dr. Joseph W. Licata
Director, Project LEAD
Louisiana State University
101 Peabody Hall
Baton Rouge, LA 70803
(504) 388-6886

TEMPLE UNIVERSITY

The Pennsylvania LEAD Institute
Reference Number: 20240

The Pennsylvania Leadership in Educational Administration Development Institute (PA-LEAD Institute) is designed to improve the leadership skills of school administrators and personnel who aspire to be educational leaders in Pennsylvania. The overall goal of the training/technical assistance program of the PA-LEAD Institute is to enable schools in Pennsylvania to institute research-based improvement programs that provide effective and efficient educational and related services for all students in the Commonwealth. Thus, the dual focus of the training/technical assistance program is on accommodating both the program improvement needs of individual schools and the training needs of individual educational leaders who design and implement improved educational programs and practices.

The PA-LEAD Institute collaborates with a network of regional college-school-state training affiliate teams. This network delivers a statewide educational leadership training/technical assistance program for improving Pennsylvania schools. Regional teams of training affiliates link the training resources of higher educational

institutions with the resources of inservice training providers. Local schools and intermediate units on the college-school-state teams serve as demonstration settings for the institutionalization of school improvement programs through educational leadership training.

The design of the training/technical assistance program is based on three principles. The first principle holds that the implementation of research-based, innovative school improvement requires educational leaders who possess knowledge of state-of-the-art research and practice in effective teaching and school effectiveness, competency in effective management and human resource development, and expertise in applying their knowledge and capabilities to the design and implementation of school improvement programs that meet the learning needs of students and the training needs of professional school staff.

The second principle is that the congruence between training and the expertise required for implementation of school programs is a critical element of effective preservice and inservice efforts. The final principle is that, if training programs are to be effective in supporting the implementation of school improvements, they must include systematic, ongoing staff development tailored to the training needs of personnel responsible for implementation.

Specifically, the PA-LEAD Institute's training and technical assistance program develops the instructional leadership and executive skills required to perform five categories of related tasks. These tasks are to

- (1) identify school district and agency-specific needs, priorities, and resources for improvement;
- (2) identify and develop relevant programs and practices for curriculum and staff development;
- (3) develop school improvement programs that address clearly delineated, building-level improvements objectives;
- (4) develop and operate implementation plans that include redeployment of school resources and restructuring of organizational and staffing patterns, if necessary;
- (5) evaluate the implementation and effectiveness of the school improvement programs to be developed by trainees.

Although school principals and assistant principals are the primary candidates for participation in the PA-LEAD institute, it is also of value to other administrators. Superintendents, school, and district personnel responsible for curriculum development and instructional improvement, and professional-development personnel from local education agencies, the Pennsylvania Department of Education, and other educational groups within the Commonwealth also profit from the training.

Part Two

CONTACT:

Dr. JoAnn Manning
Project Coordinator
Temple University Center for Research
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3012

OAKLAND UNIVERSITY

Meadow Brook Leadership Academy
Reference Number: 20406

The Meadow Brook Leadership Academy evolved out of a series of discussions in spring 1984 between the dean of the School of Human and Educational Services at Oakland University, the superintendent of Macomb and Oakland Intermediate School Districts, and the director of continuing education at Oakland University. The context for these discussions included calls for state certification to address the absence of any certification requirements for school administrators in Michigan, a growing interest among administrators for management and leadership training, and the educational reform movement's focus on the significant role of the principal in providing instructional leadership.

The mission of the Principals' Center of the Meadow Brook Leadership Academy is to support elementary and secondary principals in their efforts to improve schools by providing them with a program of professional-development activities directed toward instructional leadership, management skills, and self-renewal. These activities (1) encourage different ways of thinking about common problems, (2) transform school problems into opportunities for school improvement, (3) encourage clarification of assumptions guiding practice, (4) offer opportunities for shared problem solving and reflection, (5) provide a context of mutual support and trust in which personal and professional renewal is established and developed, and (6) improve educational leadership and management.

The Principals' Center addresses these areas:

- (1) instructional leadership, including curriculum and instruction, staff development, evaluation of instruction, instructional planning and design, and instructional observation, diagnosis, and supervision;
- (2) management skills, including planning, problem solving, decision making, organizing, leadership approaches, needs analysis, goal setting, and interpersonal and communication skills;
- (3) self-renewal, including stress management, speaking, writing and listening skills, and assertiveness training.

Each session of the academy's programs is evaluated

by participating administrators. Evaluations have consistently cited the high quality and relevance of the Meadow Brook Leadership Academy's programs.

CONTACT:

Howard Robinson
Executive Director, Meadow Brook Leadership
Academy
Oakland University
Rochester, MI 48309-4401
(313) 370-3060

UNIVERSITY OF OKLAHOMA

Danforth Principal Preparation Program
Reference Number: 20209

The University of Oklahoma's Danforth Principal Preparation Program provides alternative approaches for identifying, preparing, and certifying principals. The University, Guthrie, Millwood, Noble, Norman, Oklahoma City, and Shawnee Public School Districts; the Oklahoma State Department of Education; and Danforth Foundation have worked collaboratively to develop and implement this program.

The five objectives established by Danforth Foundation for the Preparation of School Principals Program have been used to structure the University of Oklahoma program. These objectives are to

- (1) provide the opportunity for university personnel and practicing school administrators to work together to prepare highly competent school principals;
- (2) identify and encourage able persons to become candidates for the principalship early in their educational careers;
- (3) develop learning experiences for principal candidates using schools, the university, and community organizations as the learning environment;
- (4) identify and organize learning experiences that require collaborative teaching efforts of the university faculty, school district personnel, and community members;
- (5) prepare principals with an emphasis on experiential learning, allowing them to demonstrate mastery of skills and knowledge traditionally expected for the position of principal and to demonstrate competency in schools and the community beyond those commonly expressed in today's schools.

The University of Oklahoma Danforth program differs from traditional educational administration programs in a number of ways:

- (1) A four-step selection process of self selection or nomination, application, paper screening, and interviews is implemented by the collaborative

- partners; traditionally, students self select, and if they meet the university's admittance requirements, they are enrolled in a graduate preparation program.
- (2) Candidates complete the program as a member of a cohort group; traditionally, each person registers for courses whenever he or she can schedule them.
 - (3) Courses are scheduled in a predetermined, sequenced order so skills learned in one course can be expanded or reviewed in future courses; traditionally, courses are not sequenced, so it is not possible to build on previous learning.
 - (4) The school districts provide each candidate with a 90-day, paid internship; traditionally, students do not have an extensive internship.
 - (5) Each candidate works with a mentor principal during the internship; traditionally, programs do not provide a structured mentoring component.

CONTACT:

Frank O. McQuarrie, Jr.
Visiting Assistant Professor
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
(405) 325-1523

intensive skill-development and renewal experience held for 100 principals from Texas (inservice). Workshops and seminars are organized to meet the specific needs of principals as requested (inservice).

The center provides a clearinghouse for information to principals in Texas. A telephone hot line with an 800 number is available to link the school principal with the resources of the Principals' Center. *The Network* newsletter is published throughout the academic year and disseminated across the state to school administrators.

The Principals' Center participates in a national network of principals' centers and similar organizations and agencies. It hosted the National Principals' Centers Convention in San Antonio, Texas, in 1986, where more than 70 recognized and established principals' centers across the nation participated. The Texas A & M center is participating in professional staff exchanges with other centers.

The center also assesses and develops job skills of present and prospective principals. It develops materials, procedures, and delivery systems for effective preservice and inservice training of principals. It also develops a body of knowledge undergirding the role of the principal in elementary and secondary schools.

CONTACT:

Dr. David Hinojosa
Associate Professor and Director,
Principals' Center
Texas A & M University
College Station, TX 77843-4226
(409) 845-2766

TEXAS A & M UNIVERSITY

Principals' Center
Reference Number: 20219

Texas A & M University has achieved national recognition for its exemplary preparation program for elementary and secondary school principals, and it is increasingly noted for leadership in Texas and the nation for its provision of support services to practicing principals. The board of regents of Texas A & M University acknowledged this effort in February 1985 by formally approving the establishment of the Principals' Center. The mission of the Principals' Center is to support elementary and secondary school principals through preparation, assistance, and research.

A congress of principals provides essential advice and leadership from the field. The congress, which represents all grade levels and geographic regions of Texas, serves as a governing body to identify emerging problems and concerns of Texas principals.

The Principals' Center sponsors professional staff-development activities directed toward instructional leadership, management skills, and self-renewal for principals. The Principalship Institute provides intensive training in critical management skills and instructional leadership for new and prospective principals (preservice). The Principals' Center Summer Academy is an

UNIVERSITY OF PITTSBURGH

Western Pennsylvania Principals' Academy
Reference Number: 20233

In 1986, the University of Pittsburgh, the city of Pittsburgh schools, two intermediate units, the Allegheny Conference, and four local foundations established a Principal's Academy in a joint effort to strengthen the leadership in the 65 school districts located in the partnership area. The program is a three-year commitment on the part of the principals, with a new group beginning each spring.

The program's focus is self-renewal during the first year, developing a program of change for each building the second year, and carrying out the new program with support from the academy during the third year. The primary purpose established for the academy is to provide opportunities for practicing principals to become actively involved in their own personal and professional development.

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Principals in partnership with all participating members agreed to the following goals: (1) to create a peer group network; (2) to offer training and skill development; (3) to enhance individual talents; (4) to provide opportunities to discuss important issues that affect principals and education; and (5) to provide an opportunity for mentoring relationships.

The major reward for all members in the partnership is the improvement of education in western Pennsylvania and to develop a collegial relationship among all the partners. Funding is provided by the foundations, the Allegheny Conference, individual school districts, and the University of Pittsburgh.

A director and coordinator are the only staff, one from the university and the other a principal from a school district. Other staff involvement and input come from all the partners. A planning committee for each group plans the session, while a steering committee of all the partners creates the policy.

Evaluation is ongoing, and the program's evaluations have been extremely positive. A doctoral dissertation that includes a total evaluation is available on request.

CONTACT:

Joseph S. Werlinich
Director, Western Pennsylvania Principals' Academy
University of Pittsburgh
5P32 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7159

OAKLAND UNIVERSITY

The Oakland Counselor Academy

Reference Number: 20408

The Oakland Counselor Academy, located in Oakland County, Michigan, is a professional-development program for school counselors that has been implemented through the collaborative actions of the county regional educational agency (Oakland Schools) and Oakland University. The academy offers in-depth, professionally related programs that are both informational and skill building.

The Oakland Counselor Academy grew out of a review of professional development needs and opportunities for the 349 school counselors located in the 28 Oakland County school districts. In 1985, a task force comprised of school counselors, guidance supervisors, professional organization officers, and counselor educators was formed to review possible options. After considerable discussion and reflection, it was decided

to establish an academy to (1) provide professional-development activities for counselors; (2) develop awareness of contemporary, social, and educational problems; (3) develop skills and techniques in dealing with current issues; and (4) develop and apply skills in helping students.

Four characteristics of the Oakland Counselor Academy are the following:

- (1) The academy offers a full-year program, with at least one full-day session offered each month from September through April. Each participant is expected to attend all sessions.
- (2) Planning for the academy's program is based on participants' recommendations suggestions from other guidance professionals, and an analysis of developing trends.
- (3) The programs focus on knowledge acquisition and skill building and are offered at various sites in the county.
- (4) CEUs and university graduate credits are made available on an optional basis.

Topics covered in the academy sessions include group counseling, substance abuse, divorce and blended families, significant loss, children of alcoholics, student motivation and educational climate, career guidance and assessment, ethical and legal issues, suicide prevention, public relations, time and stress management, and career-development computer software.

The academy benefits by the coleadership of a university professor, who has an in-depth knowledge of research in the field, and two county school consultants, who spend their time working at school sites with practicing counselors.

Each year, a new cohort of 28 counselors participates in the Oakland Counselor Academy. Evaluations indicate that by using a highly focused programmatic approach, with a cohort of professional counselors, counseling practice is significantly enhanced for the benefit of children and adolescents in Oakland County.

CONTACT:

Howard Splete
Professor of Education
Oakland University
Rochester, MI 48309-4401
(313) 370-4173

EASTERN MICHIGAN UNIVERSITY
Rational Approaches to Practical School-Wide Discipline (RAPSD)
Reference Number: 20370

With the success of student rights litigation and a dramatic increase in the frequency of serious behavioral problems, the task of administering school discipline has become increasingly complex. Research indicates that schools lack a consistent, systematic discipline program that administrators, teachers, and students can clearly understand, articulate, or implement. Teachers and administrators point to disruptive behavior as the single greatest in-school barrier to effective instruction.

The Eastern Michigan University (EMU) Rational Approaches to Practical School-Wide Discipline (RAPSD) was instituted at EMU in 1985 to provide K-12 teachers, counselors, and administrators with knowledge about the collaborative administration of discipline in school settings. The program helps educators become aware of the role socioeconomic status, race, sex, and legal issues play in discipline management. It assists schools in making decisions about discipline based on policy, information, and programming.

The RAPSD program consists of a three-day workshop and year-long on-site assistance to a school. During the second year, participative parental progress groups are formed at the schools to provide parents with skills that can help them extend learning into the home, increase their confidence in working with school personnel, and establish better rapport between educators and parents.

The goals of the program are to (1) help teachers, counselors, and administrators learn to develop and apply a rational model for effective school discipline to a specific school and classroom; (2) afford teachers a more ordered instructional environment; (3) increase time-on-task; (4) free teachers from student disruption; (5) improve the academic achievement of students; (6) teach students that there are logical consequences to disruptive behavior; and (7) provide parents with skills that extend learning into the home and help them communicate more effectively with their children and the school.

Program content includes (1) helping schools establish a philosophy of discipline; (2) establishing and training a behavior alert team (BAT) for the school; (3) learning how to gather and use information on which to make decisions about discipline; (4) understanding emerging legal issues related to discipline; (5) building an effective environment that focuses on cooperation, consistency, and leadership; (6) developing instructional planning that positively affects discipline; (7) managing the mainstreamed student; (8) examining research on

effective teaching; and (9) working with parents to manage discipline in the schools.

The RAPSD program works with school districts, who contract for the services to a building. Ann Arbor Huron High School and the Taylor School District's West Junior High School are among the Michigan districts currently participating. Discipline-management programs also were developed in Minneapolis and St. Paul, Minnesota; Detroit, Jackson, and Lansing, Michigan; and Milwaukee and Kenosha, Wisconsin.

In addition to promoting the school-site relationships, the Washtenaw and Wayne County Intermediate School Districts and the EMU College of Education cosponsor an annual discipline conference designed for teachers, administrators, school board members, and other educational policy makers who want to develop a positive, systematic schoolwide approach to school discipline.

In schools that have adopted the RAPSD approach to discipline management, significant declines have been reported in student absences, tardiness, fighting, discipline referrals to administration, and suspensions. These schools have reported an increase of on-task instructional time and have indicated increases in student achievement for at-risk student populations.

CONTACT:

Trevor Gardner
 Assistant Professor of Teacher Education and
 Director, RAPSD
 Eastern Michigan University
 234 Boone Hall
 Ypsilanti, MI 48197
 (313) 487-1418

SOUTHWEST TEXAS STATE UNIVERSITY
Classroom Management and Discipline Program
Reference Number: 21044

The Classroom Management and Discipline Program was initiated to assist local Texas school districts in maintaining and improving school discipline. It is a statewide university-school-community partnership funded by the Office of the Governor, Criminal Justice Division, and operated by Southwest Texas State University. Due to the high correlation between children in trouble at school and children eventually in trouble with the law, criminal justice funds are being invested in the schools as an innovative delinquency-prevention program.

Program goals are to (1) provide training and technical assistance to help school districts maintain and improve school discipline; (2) reduce dropout rates, school disruptions, truancy, drug use, and school crime;

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(3) develop alternatives to school suspensions; (4) implement programs to enhance the overall learning environment; (5) provide leadership and resources for improved school discipline and academic achievement; and (6) facilitate university-school-community networking and linkages.

The core of the program is four week-long summer training sessions for school teams of four to five representatives. The training is action oriented, with each team developing a plan to improve school discipline and provide alternatives to out-of-school removal. The focus of the training is on effective classroom-management techniques and strategies to reduce school disciplinary problems. Follow-up technical assistance is available to school districts that send teams to the training. Participation in the program is open to school teams comprised of school teachers, other school personnel, board members, parents, juvenile or criminal justice professionals, involved community members, and (a team requirement) at least one administrator.

In addition to the discipline courses conducted in the summer, the program also provides (1) technical assistance to local schools for the development and

implementation of disciplinary programs and approaches; (2) regional training and inservice programs for local school districts and other agencies; (3) a specialized text developed for use in the program and as a practical reference; and (4) a resource directory of programs, organizations, and individuals that provide assistance to teachers, school districts, and youth services workers.

The Classroom Management and Discipline Program has secured additional funding from the U.S. Department of Education to provide substance abuse education and prevention services throughout the state and to operate a dropout-prevention program focusing on one high school and its nine feeder schools in a large urban school district.

CONTACT:

Margaret E. Dunn

Director, Classroom Management and Discipline
Program

Southwest Texas State University

San Marcos, TX 78666

(512) 245-2438

Part Three

COORDINATION, DEVELOPMENT, AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

Introduction

A natural arena for cooperation between schools and colleges is the development and evaluation of courses, even entire curricula, for the purpose of improving student achievement. School and college faculty are combining their talents to figure out what students need to know and how best to teach them. Together, they are working to design learning materials, including advanced computer software, to more fully integrate powerful learning technologies into instruction. The programs and agreements featured in Section One, "Curriculum and Instructional Materials Development," include those created for major curricular revision and for better articulating instruction in various content areas as students move from school to college. An inservice training component for teachers is often key to these cooperative arrangements.

Section Two, "Instructional Research, Evaluation, and Testing," presents a group of programs whose primary focus is education research and evaluation in critical areas such as teacher education and staff development, curriculum design, student assessment, the process and content of instruction, parenting skills, the special needs of certain at-risk populations, and the relationship of schools to their communities. Through such collaborations, schools, colleges, and universities pool their talent and resources to create research agendas, set priorities, disseminate results, and improve communication among institutions at all levels.

A rapidly growing category of collaborative programs is represented through the examples in Section Three, "Tech-Prep 2+2 and Coordinated Vocational-Technical Programs." This section describes how such programs are intended to carefully articulate the sequence of instruction for students in grades 11-14—that is, during the final two years of high school and two years of technical or community college. Such programs can shorten the time required to earn an associate's degree, reduce duplication of instruction or the need for remediation, and make better use of scarce community educational resources. Inherent in the partnership model is a close working relationship among school faculty, college faculty, and the business community regarding curriculum development and assessment of student learning. Many of the cooperative models feature the option for high school students to earn college credits for completing approved course sequences. In addition to improved curricular articulation, other benefits of these programs include resource-sharing agreements, counseling and career-awareness services, student scholarships, and special incentives and services for underrepresented and disadvantaged students.

The final section, "Regional and Statewide Inter-Institutional Articulation Councils and Agreements," features examples of broad and full-featured regional and statewide arrangements. Such arrangements often involve linking institutions and agencies—including state education departments, educational associations, multiple colleges and universities, and large numbers of school districts—with business and industry over a wide geographic area. Activities and goals quite often are multifaceted, including broad-based curricular reform, career counseling, programs for at-risk and disadvantaged students, and inter-agency agreements. Several of the councils featured have developed comprehensive articulation agreements specifically to facilitate communication, promote the sharing of resources, and provide a forum for long-range educational planning.

SECTION ONE:

Curriculum and Instructional Materials Development

FITCHBURG STATE COLLEGE

Mathematics and Science Curricula Revision K-12
Reference Number: 21112

The major goals of the Mathematics and Science Curricula Revision K-12 project at Fitchburg State College were to revise the mathematics and science curriculum, provide inservice training to all teachers teaching these subjects in grades K-12, integrate selected software programs in these curricular areas, and continue to select software to support the revised curriculum. Fitchburg State College mathematics, science, special education, and computer science faculty and administrators and math and science teachers from Leominster Public School participated in project planning, implementation, and evaluation.

To achieve its major goals, Fitchburg State College proposed six subgoals. They include

- (1) setting up the organization to include a project planning committee, a curriculum piloting committee, and a task force and meeting with outside readers, who will evaluate written materials;
- (2) delivering inservice training;
- (3) providing documentation for summative evaluation of the curriculum, including student performance;
- (4) pilot-testing the curriculum;
- (5) setting up a special education task force to examine the revised curriculum and to recommend its use in direct service provided to students in resource room settings K-12;
- (6) purchasing appropriate computers, peripherals, and software to address the goals and objectives of the mathematics and science curriculum.

As a result of the project, the Leominster Public Schools have a mathematics and science curriculum for grades K-12. The curriculum was developed by the staff, and all staff have been trained to implement it at each grade level. Computers and software are being used by students and staff in laboratories and in classrooms. All staff are computer literate. Fitchburg State College reports that it has gained increased respect and accountability in the field, true collaboration has been modeled, and a bridge has been built for ongoing project development.

CONTACT:
Dr. Michele Moran Zide
Collaborative Project Director
Special Education Department
Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420
(508) 345-2151

GEORGETOWN UNIVERSITY

Georgetown University Articulation Program
Reference Number: 21236

In 1977, in collaboration with District of Columbia Public Schools, Georgetown University began an effort to improve the teaching of critical reading and writing in local schools. From fall 1977 through spring 1981, English teachers from Georgetown and from all 12 of the District's public high schools worked together to consider ways of improving the teaching of composition and literature.

Objectives of the program reflect suggestions made by those teachers who participated from 1977 to 1981. Those suggestions included bringing together teachers of varied backgrounds—from many different disciplines and levels, from both public and private schools—and also faculty, administrators, and students; and extending work done by these groups to others by publication and wide dissemination of curricular materials.

To meet these objectives, teachers from junior high through graduate school attend five workshops per year; each workshop is coordinated by a Georgetown University faculty member who is participating in the program. Within each workshop, the responsibility for selecting the materials to be studied and directing particular meetings is shared among participants. The fall semester is devoted to open-ended explorations of concerns to be addressed on both theoretical and practical levels. The development of curricular materials for classes and for wider dissemination is done in the spring.

There have been several results of the collaboration between these college and pre-college educators, including (1) a nationwide interest in their "Writing in the Humanities" curricular materials; (2) the Writing Center Associates Program for high school teachers seeking master's degrees in English, who, working with a Georgetown professor, combine the study of compo-

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sition pedagogy with the study of literature; (3) an annual summer meeting in which 10 Georgetown faculty members meet with approximately 30 high school, community college, and college teachers in various disciplines to discuss ways of approaching writing instruction; and (4) publication of a journal, *Critical Literacy*, with each issue devoted to a specific topic of professional interest to local schools and colleges.

CONTACT:

James F. Slevin
 Chairman, Department of English
 Georgetown University
 Washington, DC 20057
 (202) 625-4220 or 625-4949

TENNESSEE BOARD OF REGENTS

Tennessee Collaborative for Educational Excellence
 Reference Number: 21266

Major national problems in education have resulted from a lack of correlation between expectations of those who complete high school and the expectations needed for college entrance and academic success. Through the Tennessee Collaborative for Educational Excellence, the Tennessee Board of Regents (TBR) addresses the differences in those expectations in order to increase the likelihood that students will be prepared for academic success in college.

The Tennessee Collaborative for Educational Excellence grew, therefore, from a relatively obvious assumption: Student learning can be improved if both the policy makers and practitioners of all parties in higher education and secondary education who were interested in improving student academic preparation for college were brought together. That assumption has refined the emphasis of the collaborative for the past five years through joint sponsorship by the Tennessee Board of Regents, the state department of education, the state board of education, the University of Tennessee, and The College Board.

Since its inception, the collaborative has been recognized nationally by The College Board as the most comprehensive statewide strategy for addressing how high schools and colleges can pool resources and energy to improve student learning. Subsequently, College Board representatives report that four other states have initiated statewide collaboratives modeled on features of the Tennessee collaborative.

To identify the academic preparation needed for college success, The College Board sought the best judgments of hundreds of educators at high schools and colleges nationwide. This consensus is described in the

College Board publication *Academic Preparation for College*, which outlines academic competencies students need for success in college. In Tennessee, legislative citation of this publication then provided a focus for K-12 and higher education faculty and administrators to work together to help students meet expectations for academic success.

One of the distinctive features of the collaborative is that for five years, more than 250 K-12 and college teachers have been meeting on a regular basis to fashion ways to help students develop competencies needed for academic success. These teachers meet as six task forces representing those academic disciplines thought to be most important in leading to adequate preparation for college: English, foreign language, science, mathematics, the arts, and social studies. A Guidance Counselors Task Force and a newly formed Vocational Education Task Force address additional issues in student preparation for academic success.

Each task force is comprised of approximately 35 persons—20 from public school education and 15 from colleges and universities. The task forces have been very important contributors to the Tennessee Curriculum Frameworks and Guides and the new admissions requirements for public colleges in Tennessee. Additionally, they have made recommendations annually that address questions and concerns of academic policy, teaching strategy, and instruction.

The nationally distinctive breadth of accomplishments is illustrated by the following:

- (1) The development (and subsequent recognition by the Ford Foundation) of Middle College High School at Shelby State Community College, in collaboration with Memphis City Schools, is an innovative, major effort to develop a public school whose curriculum is heavily influenced by the Green Book to ensure that all its high-dropout-risk students will meet college admissions requirements.
- (2) Local initiative projects provide seed money annually from the Tennessee TBR for campus initiatives to strengthen curricula and improve teaching strategies. The projects require joint participation by higher education faculty and local school teachers and administrators, who work together at the local level to refine ways to help students develop academic competencies needed for college success. The local initiative projects provide for collaborative activities such as inservice projects, workshops in academic areas, and discussion groups. This year, the TBR has funded requests for mini-grants from 28 local initiative projects involving more than 950 teachers in science, math, social studies, English, arts, and foreign languages.
- (3) The Tennessee Collaborative Academy brings K-12

and college teachers together as academy fellows for one week in the summer, where they share and develop methods of helping students acquire academic competencies in English, the arts, foreign language, social studies, mathematics, science, and counseling. These teachers also work in interdisciplinary groups to develop workshops and teaching units designed to help students achieve the competencies needed for college success.

- (4) In Nashville, a pilot project developed by the TBR and The College Board is designed to empower parents to become a part of their children's academic success. This one-year pilot, endorsed by the Nashville Urban League, involves Pearl-Cohn Comprehensive High School and its two major feeder schools, whose enrollment is approximately 70 percent black. Monthly workshops on parenting effectively, helping students develop good study habits, preparing for academic success, and so forth are being held for 262 students and their parents. At the pilot project's conclusion, it will then be disseminated to other urban areas.
- (5) Major projects involving communication of expectations for high school students and requirements for college admission, as well as curriculum reviews in the colleges, have helped students prepare for university admission and for making smooth transitions in academic programs.

The TBR developed two sets of reports, which provide feedback to high schools about enrollment of recent graduates as first-time freshmen in system institutions. The TBR's annual *Freshman Enrollment and Placement Feedback Report* accompanies data sent to audiences concerned with public policy issues. The *Feedback Report* provides information about student preparation in the specified high school course units that constitute the admission requirements and remedial/developmental enrollment of first-time freshmen, including student test score feedback data. High schools and TBR institutions can use this information for reviewing and planning curricula.

From these years of cooperation toward accomplishing common goals, the collaborative now has a better understanding of how people can work together to translate consensus into improved opportunities for students, and it has many more students taking serious academic courses in high school. Also, high schools and colleges involved in the collaborative have looked more carefully at curriculum through its commitment to the Green Book and to academic preparation of students.

Major citations of the collaborative's success include "Collaboration Works Well for Tennessee" in *Academic Connections* and "Tennessee Educators Hold Model EQ Collaborative" in *The College Board News*.

CONTACT:

Dr. Bene S. Cox

Assistant Vice Chancellor for Academic Affairs

Tennessee Board of Regents

1415 Murfreesboro Road, Suite 350

Nashville, TN 37217

(615) 366-4400

PORLAND STATE UNIVERSITY

Northwest Institute for Science Education (NISE)

Reference Number: 20421

In 1985, a group of high school teachers from the Portland area met with faculty from the Department of Chemistry at Portland State University to discuss ways in which they might improve chemistry curricula in their schools. In response to these inquiries, a series of Saturday seminar programs for high school teachers and their students was developed. The success of these programs and others that followed led to the formation of the Northwest Institute for Science Education (NISE).

NISE is a service organization designed to assist teachers and to supplement science curricula in grades K-12. The institute sponsors programs in all of the disciplines of science instruction, with an emphasis on open communication between pre-college and university faculty. All NISE programs and services are designed and directed in a collaborative effort with the teachers they serve. It is the philosophy of the founders of NISE that pre-college science teachers need a regional resource from which they can obtain professional development. This resource must offer the following:

- (1) A continuous program of opportunities in which teachers can contribute as well as receive up-to-date content instruction in all the science disciplines. Emphasis should be placed in the areas of science process and content understanding, hands-on instruction, and access to local science professionals.
- (2) Relevant courses and workshops in which participating teachers can earn graduate-level science credit.
- (3) A vehicle in which science teachers can develop community leadership and establish themselves as science professionals.

NISE is operated under the auspices of Portland State University (PSU) and draws on the expertise of many local and national faculties and industries. The science faculty at PSU includes 103 members, in the departments of anthropology, biology, chemistry, geology, and physics and physical scientists from the geography department. Programs and services of the institute do not compete with or duplicate the efforts of schools of education. Rather, they contribute by offering in-depth

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and integrated science content courses, workshops, and seminars aimed at better equipping teachers with current and useful science background and technology. Pre-college science students benefit from these programs by having greater access, directly and through their teachers, to exciting laboratory experiences. Students are introduced to applications of scientific principles to everyday life, to new technologies, to environmental concerns, and to ideas for research experiences and career possibilities.

The service area of NISE varies depending on the program. Teachers from all parts of Oregon as well as Idaho, northern California, and southwest Washington have participated in summer workshop programs. Activities that run during the academic year serve teachers and students within a reasonable driving distance of Portland (the 26th largest metropolitan area in the U.S., with approximately 2 million residents). Within this region, there are more than 500 elementary schools, 30 junior high schools, and 100 senior high schools.

NISE has program alliances with numerous national and regional agencies. Most important, however, is the close association NISE has with teachers and administrators from both public and private schools in the region.

CONTACT:

William G. Becker
Director, NISE Chemistry
Portland State University
P.O. Box 751
Portland, OR 97207
(503) 464-3811

UNIVERSITY OF VIRGINIA

Center for the Liberal Arts
Reference Number: 20295

The Center for the Liberal Arts at the University of Virginia has three purposes: (1) to assist the schools in defining what Americans need to know, (2) to improve the teaching of each of the academic disciplines taught throughout Virginia, and (3) to provide a national model demonstrating that universities have the responsibility and the capacity to help reestablish the central premise on which schooling must be based—knowledge of literature and language, mathematics and science, and art and history.

Since its inception in 1984, the center has

- (1) initiated projects in American literature, the arts, British literature, chemistry, classics, French, German, history, mathematics, physics, and Spanish and involved 220 arts and sciences faculty members—142

from the University of Virginia and 78 from 37 other colleges and universities;

- (2) for a total of 3,690 Virginia teachers, created graduate courses, lecture series, and inservice programs in the 11 disciplines listed above, as well as various special programs, including statewide satellite TV courses in physics and chemistry; language and culture workshops for Classics, French, and Spanish teachers; 10-day institutes and weekend workshops for teachers of Shakespeare; summer study programs in Spain, Greece, Italy, and Great Britain; year-long paid sabbaticals for teachers at the University of Virginia; summer grants for teachers of the arts; and a 15-month study/travel program to enable social studies teachers to acquire a greater knowledge of the languages, history, and culture of Asia;
- (3) raised \$1,670,223 from foundations, school districts, and educational agencies, in addition to the \$413,243 received in state support funds—a ratio of 4:1;
- (4) established cooperative programs with, among others, the Folger Shakespeare Library, Monticello, the North Carolina Shakespeare Festival, Piedmont Virginia Community College, the Richmond English-Speaking Union, the Virginia Commission for the Arts, Virginia Tech, and the Wolf Trap Foundation for the Performing Arts;
- (5) received state and national awards and recognition for "leadership in the rejuvenation of secondary and elementary education" (state board of education), "innovative and creative programming" (National University Continuing Education Association), and providing a model "unprecedented in its cooperative action between a leading university and a state school system" (National Endowment for the Humanities).

CONTACT:

Marjorie P. Balge
Assistant Director
University of Virginia
P.O. Box 3697
Charlottesville, VA 22903
(804) 924-7654

EXPERIMENT IN INTERNATIONAL LIVING-SCHOOL FOR INTERNATIONAL TRAINING

Peace and Global Resource Exchange (PGRE)
Reference Number: 20809

The Peace and Global Resource Exchange (PGRE) was initiated in January 1988 to meet expressed needs of local area schools and the Experiment in International Living-School for International Training (EIL-SIT). An effective

coordinated exchange service providing means and methods to integrate a global/peace perspective into curriculum studies now links the area schools with the EIL-SIT campus. This service provides area teachers and students ready access to the wealth of multicultural resource opportunities available on campus. In turn, international students on campus are provided opportunities to interact with teachers and students of the local community, communicating in English and becoming involved with the American culture. For the first time, through an ongoing coordinated exchange of peace and global studies resources and services, the area K-12 schools and EIL-SIT have become partners—"acting locally, thinking globally."

During the 1988-89 school year, 21 schools were served within a tri-state area. Services include the International Visitors in the Classroom program; resource materials available for checkout that include international films, videos, and student activity guides; teacher training; a bimonthly newsletter; and consultants.

The PGRE staff consists of the full-time coordinator, work-study students, and/or interns when they are available for service. A steering committee, consisting of volunteers representing each partner community and the coordinator, is the decision-making body. Individuals representing each school/department served compose the liaison committee through which the coordinator receives and dispenses information.

Up to this time, EIL-SIT has provided the major funding and facilities for operation. Area schools pay either through an annual consortium membership or on a fee-per-service basis. A mini-grant from NAFSA helped during the six-month pilot project phase. Further financial support through funding agencies has yet to be secured.

To date, completed evaluation forms and increased demand for services indicate that the exchange service is meeting felt needs of the EIL-SIT and area school communities.

CONTACT:

Ward Heneveld
Director, Peace and Global Resource Exchange
Kipling Road
P.O. Box 676
Brattleboro, VT 05301
(802) 257-7751, ext. 307

COKER COLLEGE

Darlington County Project 2061
Reference Number: 20486

In 1988, Coker College, the South Carolina Governor's School for Science and Mathematics, and the Darlington

County School District formed an alliance to approach the American Academy for the Advancement of Science (AAAS) to participate in Phase II of its Project 2061: Science for All Americans. This proposal was accepted by AAAS to begin implementation in the 1989-90 academic year.

During the 1989-90 academic year, representatives of the three institutions developed the framework of a K-12 curriculum based on the recommendations in the six reports that concluded Phase I of Project 2061. In April and May, a fully developed first-grade curriculum was prepared. During June and July, a workshop was held on the Coker College campus for every first-grade teacher in the county system, to introduce them to Project 2061 in general and to the newly developed first-grade curriculum in particular. Before the end of summer 1990, curriculum materials were printed for use with every first grade in the county system.

During the 1990-91 academic year, a fully developed second-grade curriculum following the Project 2061 recommendations is being prepared. In the summer of 1991, a five- or six-week workshop will be held on the Coker College campus for every second-grade teacher in the county system to introduce them to Project 2061 in general and to the newly developed second-grade material in particular. In addition, a two-week evaluative workshop will be held on the Coker College campus with the first-grade teachers. This same general format will be followed for the next 12 years, as the Project 2061 curriculum is phased into the Darlington County School System—one grade level per year.

All three members of this alliance are excited by the potential benefits. The Darlington County School System envisions a significant improvement in the education it makes available. The Governor's School for Science and Mathematics will be enabled by its participation to fulfill that part of its mandate including activities to elevate the general level of science and mathematics instruction statewide. Coker College is excited about the opportunity to participate in such a formative experiment at the national level, as well as to affect its immediate geographic region in a positive way.

CONTACT:

Dr. Malcolm C. Doubles
Provost
Coker College
Hartsville, SC 29550
(803) 332-1381

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STEVENS INSTITUTE OF TECHNOLOGY
 Center for Improved Engineering and Science
 Education (CIESE) Project
 Reference Number: 20194

During the 1988-89 academic year, Stevens Institute of Technology, through the Center for Improved Engineering and Science Education (CIESE), actively pursued an initiative to improve mathematics education in the nation's schools. This initiative began in response to studies indicating that computer technology has the potential to significantly enhance the teaching/learning process. The National Research Council, the National Council of Teachers of Mathematics, and others have urged greater use of computer technology in mathematics instruction, especially at the high school level.

Stevens seeks to establish five model computer-based mathematics programs in cooperation with a varied group of New Jersey school systems. These systems are quite diverse in terms of their economic and social characteristics. All of the collaborations have been endorsed by the respective boards of education and have involved administrators at all levels. A total of 30 high school teachers in Bridgeton, Hoboken, Newark, Maplewood/South Orange, and Tenafly are participating.

Three Stevens faculty members are meeting regularly with teachers at the model schools to discuss software and related curriculum integration opportunities and to observe new initiatives. The faculty members are also overseeing the development of selected software materials, organizing an annual conference, and conducting a summer workshop. Graduate students and consultants are also participating in support of these efforts.

The school systems are providing released time for teacher participation, contributing half of the summer stipend, and making a best effort to provide facilities and software for implementation activities.

Stevens and the school systems seek to demonstrate improvements in mathematics instruction. Stevens will engage in the development of manuals and video materials for national dissemination efforts. Funding is currently being provided by government, foundation, and corporate sources, with a significant contribution from Stevens.

Assessment of classroom impact and changes in the school system infrastructure is being pursued by the Educational Testing Service. Overall project organization and implementation is being evaluated by the Bank Street College of Education.

CONTACT:

Edward A. Friedman
 Professor of Management and Director, CIESE

Stevens Institute of Technology
 Hoboken, NJ 07030
 (201) 420-5188

UNIVERSITY OF CONNECTICUT
 University of Connecticut Program in Western
 Civilization
 Reference Number: 20995

The University of Connecticut Program in Western Civilization was initiated in 1987 with the award of a grant from the National Endowment for the Humanities (NEH) to implement a model course for secondary instruction. Its purpose is to create a course in the history of Western civilization that will incorporate the best in current scholarship, yet be accessible to college freshmen and outstanding high school juniors and seniors. The course has a core of themes and subjects taught by all instructors, but individual teachers are encouraged to emphasize specific areas in which they have particular expertise.

The population served is comprised of approximately 2,000 students per year on the campuses of the University of Connecticut and 1,000 juniors and seniors in high schools that participate in the University of Connecticut Cooperative Program. The program is staffed by seven professors at the University of Connecticut and 52 high school instructors.

The most important activities of the partnership are summer teacher workshops on specific aspects of Western civilization and a resident teaching fellowship program on the Storrs campus of the University of Connecticut, which provides stipends for distinguished secondary school instructors to teach the Western civilization course at the college level. The grant program also sponsors outreach seminars in which experts in various fields speak about their areas of expertise to high school teachers. Periodic course preparation seminars at which participating college and high school faculty discuss the implementation of the model course also are held.

The high school teachers who participate in the program look upon the university professors primarily as a source of expertise. The university itself provides library resources and colloquia otherwise unavailable to high school teachers. The high school instructors also report that the outreach and course preparation seminars provide an opportunity for fellowship with other teachers of European history that they otherwise would not have.

The high school teachers are valuable to the participating university professors both as intellectual

gadflies and as a reality principle. The teachers have a breadth of vision that scholars immersed in a narrow field often lack, and their front-line experience in high school classes has given them an outstanding capacity for clear thought and plain speech. All of these qualities make the high school teachers valuable contributors to the design of the model course.

The program was evaluated in spring 1989 by Prof. Thomas Adams of the NEH. He advised the university to provide more opportunities for the high school teachers to participate in the outreach seminars and to seek inner-city teachers for the program. He characterized the effort to design a model course in Western civilization for both high school and university use as unique and suggested it might be used in other states. He also said that the college professors and high school teachers in the program had established a genuine peer relationship.

CONTACT:

Marvin R. Cox
Director, Program in Western Civilization
 University of Connecticut
 Box U-103
 241 Glenbrook Road
 Storrs, CT 06268
 (203) 486-2253

**STATE UNIVERSITY OF NEW YORK
 COLLEGE AT BROCKPORT**

Genesee River Valley Project Partnership
 Reference Number: 20184

In 1987, the teachers at Dag Hammarskjold Elementary School in Rochester, New York, began to alter their curriculum, emphasizing local history for their students, an inner-city population at risk. After only a single year, they achieved important, measurable results. According to an evaluation conducted by the Human Motivation Team of the University of Rochester, the "analysis of the data indicated that the Genesee River Valley Project [Partnership] made a significant impact on student variables which research has shown to correlate either directly or indirectly with school performance." The report found that the project "achieved its goal of changing some important student attitudes toward school" and that "students, teachers, and administrators are enthusiastically engaged in what is going on in School Number 6."

What is going on in School Number 6 is education. The enthusiasm in the building begins with the teachers, 84 percent of whom have signed up for the three-credit course offered after school by the State University of New York (SUNY) at Brockport under the auspices of

a two-year Metropolitan Foundation grant. Such enthusiasm is infectious, and the students have been bitten. The student body is 96 percent minority, and since the program was instituted, attendance has increased; the percentage of students missing classes has been almost halved. School disciplinary actions have dramatically decreased, with 1988 short-short-term suspensions at one third the 1986 level. Finally, student achievement scores have increased in almost all areas. On the California Achievement Tests, for example, the percentage increase at School Number 6 was more than seven times the district average in reading and twice the district average in math. Tests of reading skills revealed that 73.3 percent of the students in 1986 fell below the 50th percentile, a figure that was reduced to 56.3 percent in the next two years. In math, the number of students below the 50th percentile has been reduced from 55.3 percent to 35.5 percent. Moreover, in the five skill areas targeted for improvement by the Rochester City School District, the scores for each increased. Four of the five areas, interestingly enough, were in mathematics, even though history and geography are at the core of the curriculum.

Despite their initial success, the teachers at School Number 6 realized that they needed to know more about the Genesee Valley, and they turned to SUNY at Brockport for assistance. The result is the Metropolitan Foundation grant and the multidisciplinary courses that have been designed for this faculty. For the 1988-89 academic year, the courses were largely historical surveys, with additional material on architecture, social/ethnic groups, and industrialization. These courses have been designed to afford the faculty of School Number 6 a broader context for local history, an approach consistent with current historical scholarship taking a big problem or a big question and applying that to a local situation.

CONTACT:

Kenneth P. O'Brien
Chairman, Department of History
 SUNY at Brockport
 Brockport, NY 14420
 (716) 395-2377

SAINT PETER'S COLLEGE

Institute for the Advancement of Urban Education
 Reference Number: 20324

The Institute for the Advancement of Urban Education is the project that Saint Peter's College has undertaken with the support of the Governor's Challenge Grant Program for Independent Colleges, administered by the

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New Jersey Department of Higher Education. The major emphasis of the institute is the development of improved instructional techniques for urban students from kindergarten through college.

College faculty and teachers from 10 elementary and secondary schools in Hudson County have formed study teams in oral and written communications, mathematics, critical thinking, and computer-assisted instruction, and new teams are to be added in business, history, international and intercultural studies, natural science, and social science. The teams meet with outside consultants to seek out and test new methods of instruction appropriate to the urban students that they serve. Successful techniques are presented to other college and pre-college teachers during summer workshops for further testing and refinement. The best techniques will be disseminated through publications and annual symposia that will be broadcast nationwide by satellite.

The institute also includes an adult re-education center, which will offer placement testing and self-paced remedial instruction for adults seeking to enter or re-enter college. The center will be open on evenings and weekends, as well as during normal school hours, and will be available for use by any adult for the purchase of a college ID card. College faculty have prepared diagnostic tests that are administered and analyzed by a computer, which will then direct the student to appropriate computer-assisted instructional materials, both commercially and internally developed, for help in deficient areas. Information about the software used will be published.

Remedial programs for second-semester seniors in the six high schools in the institute will be taught by high school teachers using computer and paper materials from the program. Students who would not qualify for admission to the college will be offered after-school and summer programs, with periodic placement exams. Successful students will be given a place in the next freshman class.

The college and schools will be linked both by computer and by television via satellite. All schools will receive a personal computer with a modem (to connect to the college's mail and bulletin board service) and a satellite antenna and monitor. The college's television facilities will be improved and will include an optical fiber link to a satellite transmitter. Programs and symposia will be televised to the schools regularly and will include telephone links for audience participation.

The activities of the institute began in March 1989 and will continue through December 1991.

CONTACT:

Dr. Samuel T. Morneweck
Project Director
Saint Peter's College
2641 Kennedy Boulevard
Jersey City, NJ 07306
(201) 915-9181

UNIVERSITY OF GEORGIA

Project 2061 and Scientific Literacy
Reference Number: 20481

The rural school curriculum development team for Project 2061: Science for All Americans and Scientific Literacy of the American Academy for the Advancement of Science (AAAS) is drawn from 25 practitioners from three rural school districts surrounding Athens, Georgia. The University of Georgia is a partner with the rural team in efforts over the next two years to develop an alternative curriculum model for use by other rural school districts and other states. The university's faculty provide consultation with planning and expertise in the content areas of mathematics and science. The university's role is to assist, not direct, as needed.

The population served is comprised of 25 teachers and administrators representing K-12 educators in three rural school districts (Elbert, Greene, and Oglethorpe Counties). AAAS funds the project, school districts release team members throughout the year, and the university contributes four faculty members. A retreat has been held, a steering committee formed, and curriculum work began in summer 1989.

Benefits derived are (1) a prototype K-12 curriculum with the potential for influencing mathematics and science education in rural areas across the United States; (2) an expanded knowledge base for practitioners to improve curriculum and instructional delivery in their local districts; and (3) a field experience setting for faculty and academic departments for improving the content and teaching of mathematics and science in teacher education.

CONTACT:

Russ Yeany
University Coordinator
Project 2061 and Scientific Literacy
University of Georgia
212 Aderhold Hall
Athens, GA 30602
(404) 542-1763

TRINITY COLLEGE OF VERMONT
Small School Institute (SSI)
Reference Number: 20172

The Small School Institute (SSI) was established at Trinity College of Vermont in 1988 through funding from the Ellis L. Phillips Foundation. From its inception, the primary purpose of SSI has been to assist teachers in small, rural schools in Vermont to improve instruction.

The institute is directed from the education department of Trinity College and is currently working with two small elementary schools with enrollments of 100-150 students, in grades K-6. The schools are 40 and 90 miles from the college.

The institute is designed to respond to needs identified by the collaborating elementary schools. Resource materials and personnel are then matched with these needs through SSI funds. College faculty, consultants, and teachers compose the resource personnel, while curriculum materials, books, kits, and projects are typical of materials brought into the schools.

General activities consist of workshops, seminars, and courses conducted by the Trinity College faculty, collaborative ventures between individual school and college faculty, and the use of college students to assist with instruction in the school classrooms.

The benefits to both partners have been substantial. The elementary school faculty has benefitted from increased access to resources, released time for curriculum development, and the chance to experience college faculty working in their classrooms. For the college faculty, it has been a chance to work with and learn from practicing teachers and to try out new ideas in a practical setting—a genuine reality check.

Evaluation is informal, ongoing, and comprehensive. Modifications in the style of collaboration occur constantly in response to needs identified by both school and college faculty.

CONTACT:
Dr. Tim Whiteford
Associate Professor
Trinity College of Vermont
208 Colchester Avenue
Burlington, VT 05477
(802) 658-0337

UNIVERSITY OF KENTUCKY
Central Kentucky Curriculum Supplement Project
Reference Number: 20441

The Central Kentucky Curriculum Supplement Project has two goals. The first is to develop printed materials for use in mathematics and science classrooms in the middle grades; to develop guidelines for teachers using these materials; and to develop content background related to these classroom activities, including reference and mathematical and scientific justification of the teaching ideas. The second goal is to develop and expand on the pool of teachers who are comfortable conducting quality inservice workshops for other teachers.

Six mathematics and science teachers worked in two teams during the summer of 1989 to develop resource booklets. Both groups looked for ways to integrate the teaching of science in mathematics classes and vice versa. The main thrust of the project is to tap the rich resource of energy and ideas of outstanding classroom teachers and to give them the responsibility for the direction of the project. The booklets were distributed by the six teachers to 30 teachers who participated in a two-day workshop at the beginning of the 1989-90 school year. These teachers were expected to lead inservice workshops on the use of the material in their own school systems during the academic year. In addition, the six teachers from the development team conducted several workshops during the year on the use of materials.

CONTACT:
Donald B. Coleman
Professor of Mathematics
University of Kentucky
731 Patterson Office Tower
Lexington, KY 40506-0027
(606) 257-4802

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SECTION TWO:

Instructional Research, Evaluation, and Testing

UNIVERSITY OF ILLINOIS AT CHICAGO

Center for Urban Educational Research and Development (CUERD)
Reference Number: 20702

The Center for Urban Educational Research and Development (CUERD) is dedicated to the improvement of educational opportunity for children and youth, with particular attention to the problems and dilemmas associated with elementary and secondary schools in the Chicago metropolitan area.

The center is part of the College of Education of the University of Illinois at Chicago (UIC) and supports several innovative partnerships between university and school professionals working to improve the quality of urban education. The three major components of the center are (1) the Chicago Area School Effectiveness Council; (2) the Network for the Enhancement of Teaching; and (3) the Early Outreach Program. The center is funded by the UIC and the Joyce Foundation.

The center supports programmatic and sustained research focused on schools as organizations, teachers and administrators, children, the process and content of instruction, and the relationship of schools to their communities. A major priority is the impact this work has on minority students, their academic and social achievement, and their readiness to succeed in postsecondary educational programs and employment. The center's research is conducted by university faculty and teams comprised of university faculty members, school personnel, and community agents.

A goal of the center is to increase the likelihood that minority students will be prepared to enter and successfully complete programs in institutions of higher education. Center outreach activities include urban literacy programs for minority youth, high school recruitment, identification and mentoring of promising elementary and secondary students, and university recruitment and retention programs.

The center provides a range of research-based development services to assist preservice and inservice teachers and school administrators to adopt those practices educational research has demonstrated to be effective. While educational research suggests "best practices," there is a paucity of evidence as to how to effectively move the results of this research into practice. A goal of the center is to develop a research-based model

of technology transfer.

The center draws on faculty expertise from the entire UIC campus to provide a coordinated and vigorous attack on the problems of urban educational systems. Graduate students are supported by the center and obtain critical experience in every phase of research and development. Campus committees guide the center's mission, provide a campus perspective, identify faculty whose work is complementary, and suggest the needs and purposes the center might address. Community committees made up of school practitioners and representatives from policy, business, and community groups identify common concerns, assist in the dissemination process, serve as a conduit to increase the influence of new knowledge in appropriate sites, and inform the center as to community needs and expectations.

CONTACT:

Lascelles Anderson
Director, Center for Urban Educational Research and Development
University of Illinois at Chicago
Box 4348
Chicago, IL 60680
(312) 996-2423

SOUTHWEST TEXAS STATE UNIVERSITY

LBJ Institute for the Improvement of Teaching and Learning
Reference Number: 20210

The LBJ Institute for the Improvement of Teaching and Learning is a research and development branch of the Southwest Texas State University's School of Education. It focuses on promoting collaboration between the university and the public schools for the purpose of improving the educational programs in both settings. The LBJ Institute, which was established in 1985, is founded on a belief that university faculty frequently have expertise that can help solve problems in the public schools and that public school practitioners can help shape the teacher-education program to make it more responsive to the ever-changing demands and day-to-day realities of today's public schools. Based on these underlying principles, the LBJ Institute functions as an umbrella organization to strengthen relations with

central Texas school districts on a variety of fronts.

- Specifically, the goals of the institute are to
- (1) encourage and support collaborative school-based research and development projects through competitive mini-grants offered each semester;
 - (2) coordinate a wide variety of training and professional-development opportunities for public school and university educators;
 - (3) function as a vehicle through which proposals can be developed to secure external funding to support more extensive collaborative efforts in the public schools.

A wide variety of research and development activities operate through the LBJ Institute. Each semester, a competitive mini-grant program is offered through the institute through which School of Education faculty can apply for released time and operating dollars to support collaborative projects with the public schools. These projects must involve meaningful collaboration with public school educators and address one or more identified priorities of area public school educators. Generally, two to four such projects are supported each semester through LBJ Institute mini-grants, with a total of 11 projects supported to date. The LBJ Institute also coordinates professional conferences and meetings for public school and university educators. More than 10 such activities have been sponsored during the past school year. More than 15 grant proposals to obtain external funding to support collaborative projects on a variety of topics involving the School of Education and the public schools have been submitted in the past two years. A number of these have been funded and are administered through the institute.

In addition, the LBJ Institute offers research support to faculty by assisting with the preparation of proposals and manuscripts, providing faculty-development stipends, and coordinating a faculty seminar series through which faculty discuss their research efforts and findings with their peers. Finally, the institute plays a linking function in efforts targeted toward the improvement of education that involve the School of Education and other schools within the university.

The LBJ Institute is supported in a combination of ways. The School of Education provides released time for one faculty member to direct the LBJ Institute. The day-to-day operation of the institute is supported by a small operating budget supplied through local funds. School districts contribute in-kind support to the various LBJ projects in which they participate, providing conference and meeting facilities, postage and duplicating expenses, materials and supplies, and other available resources. Additional funding to support LBJ Institute activities is obtained through a variety of short-term grants. Efforts are also currently under way to solicit

contributions from private donors to establish an LBJ Institute Endowment to provide ongoing support for the long-term operation of the institute.

A wide variety of evaluation data has been collected that demonstrate the effectiveness of the LBJ Institute in meeting its three priority goals. Such data include letters from school districts participants in the mini-grant projects and others, conference evaluations, and the number of research and development dollars generated through grant proposals that are funded by external agencies.

CONTACT:

Leslie Huling-Austin
Director, LBJ Institute
Southwest Texas State University
San Marcos, TX 78666
(512) 245-2039

UNIVERSITY OF PENNSYLVANIA

Bridging The Gap (BTG), Collaborative for West Philadelphia Public Schools
Reference Number: 20697

Bridging The Gap, established in February 1987, is a research and intervention project designed to increase articulation and direct interaction between feeder subsystems in Philadelphia School District One. The objective is to prevent dropouts by introducing a systems approach (i.e., analysis and solutions) to changing policies and practices in the transition between elementary and middle and between middle and high schools that contribute to the dropout rate. The program has focused on children making the transition from Harrity Elementary School to Turner Middle School and from Turner to Bartram High School.

Bridging The Gap (BTG) formed transition teams consisting of administrators, teachers, counselors, and parents. The multiethnic and racially diverse teams examined how transitions were managed within and across grade school levels. The teams were assisted by consultants from the University of Pennsylvania's Graduate School of Education and Fels Center of Government. Special attention was given to how gaps in students' knowledge and socialization limit success as students enter the next level of schooling.

The approach used in this project has been action research involving participants in problem diagnosis, planning, implementation of solutions, and evaluation. The process has been recurring, starting with an interest of one constituent group and expanding to include all relevant stakeholders. Schools within a subsystem learned with and from one another through a series of

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mini-research studies, inter-school visitations and observations, and workshops. Specific programs to address the needs of at-risk students have been designed and implemented. The transition teams located at each school level produced the activities within and across school levels.

Specific activities have included

- (1) weekly meetings of in-school transition teams, monthly meetings of administrators, and monthly joint meetings involving all team members to confront the pattern of blaming other segments of the system, increase contact and interaction between all participants, develop a larger awareness of the dropout problem and its early origins, and redesign strategic or leading parts of the system;
- (2) mini-research projects using school-based records and student and faculty surveys to answer questions regarding the transition process and their own and students' perceptions of it;
- (3) extensive cross-visitation of teachers and administrators across levels of the feeder systems;
- (4) meetings of all faculties of the schools to identify and develop solutions to transition-related problems affecting at-risk students.

As a result of Bridging The Gap activities, members of the transition teams recognize that dropout rates are affected by systemic problems, particularly at transition points, and have ceased to blame other participants. Parent involvement has increased substantially (a recent parents' night had the highest attendance in more than nine years—more than 200). Teacher and administrator participation with BTG has spread beyond the transition teams. Redesign of the freshman center has included creation of a career center (with a faculty member and computer as resources); an attendance contest; and an in-house suspension program for students. An Adopt-A-Student program was initiated in the elementary school and is being considered in the middle and high schools. At-risk elementary school students were identified for the middle school, and special counseling and reading assistance have been arranged. Pen pal programs were established between students and their counterparts in the next school level in order to demystify the school into which the students would be transferring. Orientations at the middle school and high school were held for elementary and middle school students, respectively.

Bridging The Gap has been supported by the Collaborative for West Philadelphia Public Schools, by the Metropolitan Life Foundation, and by the Graduate School of Education of the University of Pennsylvania.

CONTACT:

Dr. Norman Newberg
Director, School Programs
Graduate School of Education
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-1819

UNIVERSITY OF CALIFORNIA, RIVERSIDE

California Educational Research Cooperative
(CERC)
Reference Number: 21202

Founded in 1988, the California Educational Research Cooperative (CERC) is a unique partnership among county offices of education, local school districts, and the School of Education at the University of California, Riverside. It is designed to serve as a research and development center for cooperating districts—combining the professional experience and practical wisdom of practicing professionals with the theoretical interests and research talents of the School of Education faculty. Through a Research Planning Council, the CERC provides a cooperative forum for systematic study and joint action to resolve pressing problems facing public school leaders.

As implied by the term "cooperative," funding for the enterprise is provided by the university, as well as by the county and school district partners. For 1988-89, the university contributed \$132,000, the Riverside and San Bernardino county offices of education each contributed \$30,000, and each of 19 member school districts contributed an amount equal to \$1 per average daily student attendance.

Pooling fiscal and personnel resources to support improved educational planning and decision making for the mutual benefit of all members is the primary purpose of the CERC. Participation in the CERC provides member districts and county offices with access to research planning and evaluation resources far superior to those that could be provided by any individual school system. The university reaps the benefits of collaboration with professional educators and involvement in pressing school improvement problems. Working together, school system leaders and university scientists undertake cooperative research, evaluation, and planning activities that are both high in quality and of immediate practical value. Local and county districts gain access to a broad range of information, analysis, training, and consultation services through membership in the cooperative.

The work agenda for the CERC is designed to create a balance among research significance, school district need, and graduate student learning. Much of the actual research is conducted by graduate students, working under the direction of and in close collaboration with School of Education faculty. Major research projects authorized by the CERC Research Planning Council and under way as of June 1989 included studies of school dropouts, studies of costs and effects of year-round education, student promotion and retention policies, organizing for the opening of new schools, and market research for school organizations. An initial study on class size was completed in spring 1989.

CONTACT:

Douglas Mitchell
Professor of Education
University of California, Riverside
Riverside, CA 92521
(714) 787-3026

OLD DOMINION UNIVERSITY

Alan Rufus Tonelson Teaching and Learning Center
Reference Number: 20197

The Alan Rufus Tonelson Teaching and Learning Center was developed in 1988 as a center of inquiry designed to explore the nature of urban elementary education. In response to the urgent need to assist at-risk, elementary-aged children in predominantly African American urban schools, the Darden College of Education of Old Dominion University and the Norfolk City public schools jointly established a center to facilitate the investigation of classroom, school, home, and community variables that impinge on student academic achievement and school success. Simply stated, the goals of this collaborative effort are to improve the quality of teacher preparation, to alleviate problems associated with teaching the young urban student, and to contribute to building a stronger teaching profession.

Funds for the Tonelson Center are being provided by Old Dominion University and the Norfolk City public schools. Additional funding is being sought through government agencies and private foundations.

The Tonelson Center is housed in Monroe Elementary School, a Norfolk public school serving 450 children from the surrounding inner-city community. In the first year of the project, Old Dominion University faculty, Monroe Elementary School staff, and Norfolk City administrative personnel determined project goals and objectives, and prioritized these objectives. Additionally, project staff members have collaborated with the public

schools in conducting workshops designed to delineate project details to the surrounding community and to provide training to school personnel in order to facilitate the achievement of project goals. Research activities conducted include an examination of

- (1) the attributional assumptions and the knowledge base of a sample of elementary education majors (about to begin their student teaching) related to behavior management and instructional strategies in the classroom;
- (2) how elementary teachers in an urban school allocate time for daily activities (instructional and noninstructional) in the classroom;
- (3) attitudes and beliefs regarding teaching in a low-income urban school in comparison with a middle-class suburban school environment.

Through a fuller understanding of the process of urban education, the Tonelson Teaching and Learning Center is becoming an integral component of the urban education community.

CONTACT:

Stephen W. Tonelson
Associate Professor
Department of Child Study and Special Education
Old Dominion University
Norfolk, VA 23529
(804) 683-3226

GALLAUDET UNIVERSITY

National Research to Development Network for Public School Programs for the Hearing Impaired
Reference Number: 20447

The National Research to Development Network for Public School Programs for the Hearing Impaired consists of 16 public school programs around the United States and Canada that serve large numbers of hearing-impaired adolescents. The programs in the network are the Horace Mann School in Boston; Bergen County, New Jersey; Philadelphia Public Schools; Allegheny Intermediate Unit #3; Pinellas County, Florida; Broward County, Florida; the regional day programs in Dallas, Austin, San Antonio, and Houston; Orange County and San Diego Unified School Districts in California; Hinsdale South High School in Illinois; the A.G. Bell School in Columbus, Ohio; and the Toronto Metro School District.

The network got off the ground during the summer of 1986. One of the unique features of the network is an orientation toward the research-to-development process in which school personnel participate with the research staff in defining problems, developing solutions, and working out appropriate research or intervention procedures. The school people contribute in outlining

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and defining future work, in providing input about problems and solutions, and in developing insights into the interpretation of research results.

The network operates on a seven-step research-to-development process in which the participating schools and the university have partnership roles. Out of this working partnership, three initial areas of concern were defined: school achievement, social integration of hearing-impaired adolescents, and postsecondary opportunities for hearing-impaired graduates of these programs.

The first project that went from the first stage of the process (in which school personnel define the need) to the last stage (a national demonstration and evaluation project) was a writing improvement project that stressed teaching writing as a process, not a product, and the promotion of writing through a nonjudgmental use of journal writing.

The second project seeks to aid hearing-impaired adolescents become more integrated into the larger school society by teaching them strategies for coping and for communicating with peers. This project has gone through the initial stages of the process, and preliminary instrumentation has been developed in order to measure planned interventions. The two interventions are a program to identify at-risk hearing-impaired students on the basis of their responses to stressful situations, and a program to train hearing students to assist as peer interpreters for hearing-impaired students in social situations.

The third project is in the problem identification and definition stage. Pilot projects are currently being conducted to identify appropriate instrumentation.

CONTACT:

Thomas N. Kluwin
Professor
Gallaudet University
KDES/PAS 9
Washington, DC 20002
(202) 651-5205

Well-validated, systematic procedures are employed to identify children and adolescents who reason extremely well. Educational alternatives are then offered to help them experience learning at a level and pace commensurate with their exceptional abilities and developed skills. Educational guidance is also provided to highly able youths and their families and school officials to assist them in determining appropriately challenging and socially effective educational alternatives to the typical schooling process. The scope of activities is guided by the principle of creating an optimal match between the student's assessed academic needs and available educational alternatives. Rigorous academic classes are conducted during the academic year and during the summer months. Both residential and commuter programs are available.

The center also provides testing services for students in grades 2-10. The Arizona Talent Identification System is used to identify students in these grades who reason extremely well mathematically and/or verbally. The center then uses the test results to facilitate the educational progress of those youngsters who are eager to move ahead quickly via academically oriented summer programs and educational counseling. A fee is charged for testing. Additionally, the center offers individual assessment services for academically able students from 4 to 17 years of age. Services available include a verbal and mathematical reasoning ability assessment and a comprehensive academic evaluation for able students, which includes an evaluation of the child's reasoning abilities, a detailed diagnostic evaluation of a child's achievement in the verbal and mathematics areas, a personalized family conference, and a comprehensive report. A fee is charged for the individual assessment.

CONTACT:

Dr. Eleanor Flake
Director, Center for Academic Precocity
College of Education
Arizona State University
Tempe, AZ 82587-2711
(602) 965-4757

ARIZONA STATE UNIVERSITY

Center for Academic Precocity
Reference Number: 20011

The College of Education Center for Academic Precocity is a program of research-through-service that is focused on finding and helping intellectually able young people of all ethnic, social, and economic backgrounds. The center provides services to Arizona's academically able youths, their families, and schools.

MISSISSIPPI STATE UNIVERSITY

Starkville-MSU Teacher Education Partnership Project
Reference Number: 20584

As a cooperative effort between the College of Education at Mississippi State University (MSU) and the Starkville Municipal Separate School District, a model kindergarten was established in January 1979. Program evaluation reports were made at the end of each school year,

reflecting changes in children affected by the program and analyses of those changes. This was made possible with the establishment of a database that included demographic information on each child in addition to test scores, observational data, and information from parent questionnaires. Through all six and one-half years, significant change was noted from pre-test to post-test. Initial longitudinal studies showed that by the end of third grade, there was a significant difference in academic achievement between those children who attended the public school kindergarten and those children who did not attend kindergarten. This effort continued through May 1985, at which time kindergarten funding and support came from the state as a result of the Mississippi Education Reform Act of 1982.

Monies from the university that had been allocated for the Cooperative Demonstration Kindergarten (CDK) were then used to establish the Early Childhood Curriculum and Evaluation Center. Since 1985, those monies have allowed faculty at Mississippi State University to continue the longitudinal studies of the CDK children, report findings of the studies to regional and national conferences, and attract other grant monies to the university. At this point, kindergarten in Mississippi had been firmly established within the public system of education, and faculty at Mississippi State University felt that new efforts should be expended and a broader perspective should be encouraged for continued collaboration with faculty and administrators of the Starkville Municipal Separate School District. Therefore, it was proposed that cooperation between the MSU's Department of Curriculum and Instruction and the Starkville Municipal Separate School District begin anew, but with a change in emphasis and title to the Starkville-MSU Teacher Education Partnership Project—operated through the department's Curriculum and Evaluation Center.

There are several purposes of this project. The first is to continue the longitudinal research begun in 1979. The data bank now available is the largest single-district data bank known in the state or region. It seems imperative that the CDK children be followed through their public school experience. The second purpose is to have faculty at Mississippi State University and Starkville become partners in teacher training in elementary, secondary, and special education. Practicum and student teachers will benefit the Starkville Public Schools during these experiences by providing service to teachers and students. A service to Mississippi is that MSU students who have had practicum and student-teaching experiences in the Starkville public schools will be hired to teach in schools throughout Mississippi. The last purpose is to implement staff-development programs for faculty in the Department of Curriculum and

Instruction and in the Starkville public schools.

Partnership activities include

- (1) continue longitudinal studies of the CDK children;
- (2) assign education majors to appropriate practicum and student-teaching experiences;
- (3) work together in evaluation, curriculum development, and parent education;
- (4) work together on research and grant projects;
- (5) work together to plan and implement staff-development programs for Curriculum and Instruction faculty and for teachers in grades K-12;
- (6) devise a channel of appeal for problem areas;
- (7) make suggestions for an adjunct faculty resource list;
- (8) plan for internship programs;
- (9) encourage Starkville teachers and Curriculum and Instruction faculty members to travel to other school districts to demonstrate teaching techniques, share curricular ideas, and/or observe other model classrooms. Funds for substitute teachers will be available through the MSU Curriculum and Evaluation Center.

CONTACT:

Gloria C. Correro

Professor and Associate Department Head

Mississippi State University

P.O. Box 6331

Mississippi State, MS 39762

(601) 325-3747

KENT STATE UNIVERSITY

Northeastern Ohio Coalition of High Schools for the Future

Reference Number: 20257

Operating on the premise that the high school staff is in the best position to plan, implement, and evaluate secondary school reform, the Northeastern Ohio Coalition of High Schools for the Future was formed. The coalition is comprised of Kent State University, the University of Akron, Cuyahoga Community College, and five high schools. The major purpose of the five-year reform effort is the redesign of the organizational structure of the high school.

The purposes of the coalition are (1) to provide a financial base for the planning stage of individual school reform projects; (2) to facilitate the process of planning for individual multistaged school reform proposals; (3) to assist in the research aspects of the individual school reform projects; (4) to evaluate project outcomes; (5) to provide the linkage between the project schools and other educational, corporate, government, and civic agencies; and (6) to disseminate project outcomes to other education policy makers and practitioners.

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In the initial phase of the project, leadership teams and resource persons were selected from five area high schools. The leadership teams, along with members of three participating universities, came together for a two-week workshop. Three primary goals emerged from the workshop: (1) to increase the knowledge and research base related to high school reform; (2) to train the leadership teams to facilitate staff planning at the school sites; and (3) to enable the five teams to formulate an action plan for the development of a site implementation proposal.

Kent State reports that since the five site teams began Phase I of the High Schools for the Future project in 1984, some notable changes have occurred in both the day-to-day collegial interaction at the specific sites and in the joint coalition efforts of the five teams. The process of team building, cooperative decision making, and planning for change has resulted in the teams successfully addressing the initial goals and objectives. Cooperative efforts within and between teams have resulted in increased professional collegiality; intra/inter-district networking; assumed responsibility for on-site reform planning; increased participation by overall staff; and enhanced cooperation among business and industry, local school districts, and northeastern Ohio universities and colleges.

Further plans are to establish Professional Development Centers (PDC) representing specific instructional areas. Each center will be chaired by a person selected by the particular task force. In this way, leadership of the project is spread over a large group of participants rather than one or two higher education institutions. The PDCs are designed to serve the coalition as peer-assisted inservice training to reach the goal of a community of teachers teaching teachers.

CONTACT:

Dr. Richard Hawthorne
Director, Northeastern Ohio Coalition of High Schools for the Future
Kent State University
404 White Hall
Kent, OH 44242
(216) 672-2580

THE OHIO STATE UNIVERSITY
The Ohio Early College Mathematics Placement Testing Program (EMPT)
Reference Number: 21098

The Ohio Early College Mathematics Placement Testing (EMPT) Program is an opportunity for high school juniors to take a version of a university mathematics placement exam administered in their local high school. The purpose

of the EMPT Program is twofold: to inform high school juniors of their present level of math proficiency and to compare those levels to college entrance requirements. Test results and associated information about specific college mathematics requirements can be used for counseling purposes by high school guidance counselors, mathematics teachers, parents, and students. Fundamentally, the Ohio Early College Mathematics Placement Testing Program is an attempt to deal more directly with the problem of remediation at the college level by giving students an accurate description of their mathematics competency while they still have another year in high school to schedule appropriate college-preparatory mathematics courses.

High school remedial courses are seen as preferable to college remedial courses for several reasons: In college, courses are review courses taught at an accelerated pace, while a slower pace is possible in the high school; remedial courses in college are merely duplicating the high school curriculum, thereby wasting resources; and students needing remediation in college may be delayed from graduation from college by as much as a year.

In order to participate in the EMPT Program, high schools apply to The Ohio State University and agree to provide suitable space, time, and proctors to administer the exam; a contact person to facilitate getting answer sheets back to Ohio State; and opportunities for counselors and mathematics teachers to counsel students regarding appropriate senior-year mathematics courses. The board of regents sends individual reports to each student as well as a summary report to high schools indicating the student's projected college math placement and identifying the remedial math courses that would be needed at the student's preferred college or university. The report also gives students information about the mathematics curriculum at their choice of college or university, as well as the mathematics requirements of two college majors selected by the students.

Aside from the obvious benefits of the program for addressing the problem of remediation at the college level, Ohio State reports that the program is fostering a feeling of good will between college mathematics departments and high schools throughout the state of Ohio. In addition, significant high school curriculum revision has been initiated as a direct result of EMPT.

CONTACT:

Dr. Bert K. Waits
Professor and Director, The Ohio EMPT Program
The Ohio State University
Math Department
231 W. 18th Street
Columbus, OH 43210
(614) 292-0746

UNIVERSITY OF PENNSYLVANIA
Project START (Student Teachers as Researching Teachers)
Reference Number: 20988

Established in 1987, Project START (Student Teachers as Researching Teachers) at the University of Pennsylvania is the innovative teacher-preparation and teacher staff-development program leading to the master of science in education and initial state teaching certification at the elementary level. The objectives of the program include (1) providing preservice training of elementary school teachers and inservice teacher development; (2) giving student teachers exposure to and practice in classroom research and research methods; (3) providing social and organizational structures within which preservice teachers can interrogate their teaching experiences in relation to the perspectives of both classroom teachers and university-based teacher educators fostering classroom research by student teachers and cooperating teachers; and (4) examining the effectiveness of a collaborative arrangement that combines preservice teacher education with inservice teacher development.

Currently, some 20 student teachers, an equal number of experienced cooperating teachers, and four university supervisors engage in classroom research projects on methods theories and practices of teaching using dialogue journals, oral inquiry sessions, video and audio tapings, weekly meetings, and monthly seminars. The project uses (1) weekly meetings of student teachers, cooperating teachers, and university supervisors within each school to reflect, read, and write about issues of theory and practice; (2) monthly seminars of all participants from all sites to discuss and collaboratively shape inquiry projects and for special workshops on such topics as the use of ethnographic research methods in the classroom, teacher research as change agent and as contribution to the field of educational research, and how to use audio and video taping and journal keeping as documentary processes; (3) cross-visitation and conferences for student teachers and cooperating teachers; and (4) master's degree program coursework.

In addition to encouraging student and cooperating teacher research, the project itself is designed to (1) document and analyze the effectiveness of a collaborative arrangement that combines preservice teacher education with inservice teacher development; (2) explore the ways adults (cooperating teachers and supervisors) learn to help other adults (student teachers) learn to help children learn; (3) examine the ways a community of school/university teacher educators functions, changes, and develops; (4) investigate the ways students and teachers use language to make sense of and structure their

teaching experiences; (5) explore the patterns of knowledge, questions, and problem-solving strategies cooperating teachers and teacher educators share with student teachers, and how these compare with the knowledge base generated by traditional university research; and (6) investigate the impacts on curriculum reform of a highly reflexive approach to teacher education. Preliminary analysis of data indicates that there is a dynamic and synergistic relationship between research on practice and practice itself.

Project START is supported by the Graduate School of Education at the University of Pennsylvania and by grants from the Northeast Region of the Holmes Group and from the Milken Foundation.

CONTACT:

Dr. Marilyn Cochran-Smith
Director, Project START
University of Pennsylvania
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-7378

ITHACA COLLEGE

Pre-School Language Enhancement Program
Reference Number: 20686

The Department of Speech Pathology and Audiology at Ithaca College offers a Pre-School Language Enhancement Program to the greater Ithaca area's day-care providers. An average of 60-70 children at four to six sites are seen on a semester basis. Approximately 40 percent of the community's identified agencies/providers have received this service since its January 1989 inception. Although no outside funding is in place, efforts to financially support and expand the program are under investigation.

The Pre-School Language Enhancement Program involves student clinicians working in conjunction with graduate assistants and the day-care instructors and/or program directors. This team is then supervised by nationally certified and/or state licensed speech-language pathologists who are members of the faculty or professional staff at Ithaca College.

In an effort to coordinate with the site's individual education component, each team develops a language enrichment curriculum plan. The curriculum plan is designed to facilitate the child's efficient and appropriate use of verbal language based on interactive, small groups and meaningful experiences. An emphasis on illustrating approaches for language enhancement is the ongoing focus. A primary intent of the program is to provide each agency with a model for language enrichment that

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can be generalized into the setting.

At the end of each semester, a summary report is written identifying program analysis and recommendations. The report is sent to each participating agency along with a program evaluation form. Agency feedback has indicated strong agreement that the Pre-School Language Enhancement Program provided each center with (1) an organized and usable curriculum guide that clearly described goals and objectives and (2) increased information regarding normal speech and language developmental milestones. In addition, both graduate and undergraduate student clinicians expressed very positive comments about the efficacy of working with young children in a natural environment. The program is scheduled to continue with expansion of the number of sites anticipated in the near future.

CONTACT:

Marie Sanford
 Clinical Supervisor, Speech Pathology and
 Audiology
 Ithaca College
 Danby Road
 Ithaca, NY 14850
 (607) 274-3248

NORTHERN MICHIGAN UNIVERSITY

The Michigan Mathematics Early Placement Test
 (MMEPT)
 Reference Number: 21157

The Michigan Mathematics Early Placement Test (MMEPT) program was established in 1986 to try to reduce the large proportion of entering university students who need remedial mathematics instruction. The MMEPT program's purpose is to encourage students to prepare well in mathematics in high school in order to avoid the delays, the extra expense, and the reduced probability of success that they will encounter if they enter college deficient in mathematics. The program's institutional sponsor is the Presidents' Council, State Universities of Michigan--an association of the presidents and chancellors of Michigan's 15 public universities. MMEPT is administered by Northern Michigan University's Glenn T. Seaborg Center for Teaching and Learning Science and Mathematics.

MMEPT serves high schools throughout the state of Michigan and offers a 32-item, multiple-choice test, which is administered in the school. The testing is voluntary on the part of both schools and students. Schools have discretion in choosing who will be tested, and may administer the test at their convenience between December and June.

Each student who takes the MMEPT receives an individual letter that indicates and explains the student's score. The student is told what it would mean in terms of likely mathematics course placement if he or she were to be entering college with the reported score. In addition, the test asks the students to indicate two fields of study in which they have an interest, and their letters give them some information about the mathematics they can expect to encounter while studying these fields in college. In addition to the letters to students, the service includes summary reports to the schools.

MMEPT is funded by the state of Michigan through the annual Higher Education Appropriations Bill. There is no cost to the students who take the test, and schools only pay for return postage on testing materials. The program operated on a budget of \$160,000 during 1988-89 and was staffed by an academic program director, two professional administrative staff members, a secretary, and several student workers, all of whom were part-time workers. A committee with representatives from the mathematics departments of all 15 state-supported universities provides policy advice.

The program's growth provides a measure of its success. After a small pilot offering in 1986, the program went statewide in 1987, serving 28,000 students in 345 of Michigan's 900 high schools. By 1989, it served 44,500 students in 408 high schools in all parts of the state. Reaction to the program by the high schools has been highly favorable.

Detailed annual reports on the MMEPT have been prepared each year. The report for 1986-87 is available from ERIC (ED 292 828), and the other reports can be obtained from the Seaborg Center at Northern Michigan University.

CONTACT:

John O. Kiltinen
 Professor of Mathematics
 Northern Michigan University
 Marquette, MI 49855
 (906) 227-1600

SECTION THREE:

Tech-Prep 2+2 and Coordinated Vocational-Technical Programs

MT. HOOD COMMUNITY COLLEGE Successful 2+2 Tech Prep Development Reference Number: 20500

Mt. Hood Community College (MHCC) provided leadership for the formation of a cooperative consortium to pursue development and implementation of a 2+2 tech-prep model. The Mt. Hood Regional Cooperative Consortium sets direction for program development, and consortium members have been the primary communication link to individual teachers at each school. Members represent the breadth of the program, with representatives of the seven secondary school districts in the MHCC service area, the Multnomah County Education Service District, the Private Industry Council (Job Training Partnership Act), and the Oregon Department of Education.

Planning began in 1985-86, with the program kickoff held September 1986. MHCC invited members of the consortium and administrators and selected faculty from high schools and MHCC to participate in the American Association of Community and Junior Colleges' (AACJC) teleconference "Community College Partnerships: The High School/Community College Connection." Discussion following this conference led to the development of articulated program agreements between regional high schools and MHCC.

To provide a common framework for all participants, the consortium adopted the following 2+2 tech-prep mission:

- (1) a planned sequence of classes in grades 11-14 (two years in high school + two years at MHCC);
- (2) the opportunity to receive MHCC credit for skills and knowledge learned in high school;
- (3) the opportunity to shorten the time necessary to earn an MHCC associate's degree;
- (4) the opportunity to pursue more advanced coursework at MHCC, because prerequisite skills were learned in high school;
- (5) a connected high school/MHCC program that will prepare people for high-demand careers.

The challenge before the consortium was to plan, collaborate, support fellow members, and develop joint programs that meet the educational needs of students and schools. The issues of turf battles, inadequate resources, logistical difficulties, resistance to action, and

community image building were critical to the deliberations. The consortium has focused on stressing the educational needs of students, improving programs, and developing new curriculum programs and agreements as required to implement the mission and goals.

An unexpected benefit surfaced immediately. By bringing high school and community college counterparts together, new professional relationships developed. MHCC was viewed by high school instructors and administrators as an institution interested in what was best for the region's students, willing to share its curriculum-content expertise and to recognize the quality of high school programs.

Since the program's inception, high school and community college instructors have continued to develop articulation agreements and identify other curricular areas for connection. By 1987-88, further refinement led to the development of competency-based programs and a review of how high school students earn community college credit. In the beginning, many articulation agreements required competency testing by community college faculty to validate the earning of college credit. As a result of the professional relationships and joint curriculum planning between faculty, a level of trust has emerged, causing the revision of agreements to eliminate or modify the testing criteria. New and important professional relationships have been forged, stronger curriculum and course content have been developed, and tangible advantages to the student are available.

The Mt. Hood Regional Cooperative Consortium also has supported efforts to ensure expanding student access to the connected program and focused on networking special education teachers and voc-tech teachers to better identify and provide 2+2 tech-prep access to disadvantaged and handicapped learners. An emerging focus is to expand the 2+2 tech-prep concept into a 2+2+2 program. For example, discussion is currently under way to connect the 2+2 hospitality-tourism tech-prep program with the bachelor's degree program at Portland State University.

The enthusiasm generated by these regional successes has resulted in a new regional cooperative high school program—the Vocational Interdistrict Program (VIP)—which might not have been realized without the leadership and mediation skills of MHCC. This program started in September 1988, with nine regional high schools sharing voc-tech programs that are offered on

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a limited basis, usually due to equipment costs and/or space requirements. Students will be able to access any voc-tech opportunity available in the region by attending the high school where the program is located part time. MHCC supported the districts in clarifying the vision and guiding VIP to implementation. This program also will assure additional student access to developed 2+2 tech-prep programs, whether offered at their home high schools or not.

Community and business involvement has been infused in the development of all consortium activities. Each program articulation group used business and industry representatives to provide input on curriculum content. Two business representatives served as liaisons with the local chamber of commerce and served on its business/education partnership council. Through this linkage, partner relationships have been developed between the business community and related VIP courses and 2+2 tech-prep programs. Exciting developments are taking place. Work experience sites have been developed, job shadowing opportunities have been formed, mentorships are viable, equipment has been donated, and faculty professional-development opportunities are being implemented. Meanwhile, business and industry are exhibiting their commitment to assisting with the development of a qualified work force.

Due to AACJC President Dale Parnell's vision of the 2+2 tech-prep program, these programs and the promise for continued program development are a reality. Mt. Hood Community College has provided leadership in a new partnership with gratifying results valued by all who are involved—especially the students.

CONTACT:

Dr. Jack D. Miller
Dean, Community and Vocational
Development, and Consortium Chair
Mt. Hood Community College
26000 S.E. Stark Street
Gresham, OR 97030
(503) 667-7313

FULLERTON COLLEGE

**Management of Manufacturing: A 2+2+2
 Articulated Approach**
Reference Number: 20455

Approximately 12,000 high school students are enrolled in the Fullerton Joint Union High School District and more than 19,000 in Fullerton College. This cooperative program serves both populations, covering more than 50 square miles of North Orange County, California. The first core career was offered in fall 1989.

The Management of Manufacturing 2+2+2 articulation effort, which extends a current high school-community college career articulation program to the baccalaureate level, will enable Fullerton College and California State University (CSU), Los Angeles, to present to the seven community college members of the consortium, other California community colleges, and the other CSU campuses a complete program/curriculum package for the immediate implementation of an articulated 2+2+2 program in the management of manufacturing.

Three community colleges in southern California (El Camino, Fullerton, and Rio Hondo) joined forces with the Technology Exchange Center to address the effort, initially focusing the curriculum on manufacturing, training, and issues related to improved competitiveness through increased productivity and enhanced product and process quality. This curriculum, unique in the country, combines training in many of the new technologies that industry is employing to increase productivity and restore competitiveness with the varied needs of the information worker of the 21st century. Program development was accomplished with a multilevel, multitasking curriculum structure directly involving more than 20 representatives from industry.

Each of the six core courses of the curriculum is competency-based; and, as a result of efforts of Fullerton College in its currently funded vocational program articulation project, each major component of the curriculum has been articulated with the local North Orange County Regional Occupational Program (ROP) and with feeder high schools in the Fullerton high school district.

This project is built on the foundation of two earlier projects in which Fullerton College played a leadership role: (1) the consortium currently completing the development of a new certificate and associate's degree program in the management of manufacturing (2) and a three-year effort, initially funded by the college district, to implement a broad array of 2+2 articulation programs.

The model used to administer the Management in Manufacturing project is adapted from the latter articulation program, which reflects several key aspects of the proposed project. The administrative model calls for (1) the establishment of a steering committee, (2) the appointment of project directors, (3) the appointment of a program manager from each participating segment, and (4) the establishment of a curriculum review team with faculty content experts and industry consultants.

The steering committee, consisting of educators representing each of the three participating segments (ROP/high schools, community college, and CSU), as well as representatives from business and industry, is primarily responsible for guiding the project, for setting

and making policy decisions, and for serving as the clearinghouse of information to be taken back to each of the three segments. Each steering committee member, including the three business and industry executives, will contribute time (about 50 hours each) to the work of the committee.

Two project codirectors—Ron Krimper, dean of instruction, and Kathy Baker, director of relations with schools—have shared the overall responsibility for project administration. Mr. Krimper is responsible for tasks related to the curriculum, the curriculum itself, the curriculum review team, and the internal logistics and management necessary to make the project work. Mrs. Baker chairs the steering committee and is responsible for drafting the final articulation agreement with CSU-Los Angeles and for liaison with the counseling staffs of all segments.

Funding is shared among El Camino, Fullerton, and Rio Hondo Community Colleges and the Technology Exchange Center and includes \$43,047 in-kind local funds and \$30,986 in state funds, for a total cost of \$74,033.

The project includes a new certificate and associate's degree program in the management of manufacturing, a competency-based curriculum for six new core courses in the management of manufacturing reflecting direct industry input, a recruitment program targeted toward bringing women into a nontraditional career in manufacturing management, a model articulation agreement for pre-vocational and basic skills with a ROP and high schools, and a model articulation agreement for a baccalaureate-level 2+2. For every other college in the consortium and, ultimately, in California, it will expedite their efforts to implement the program and achieve complete 2+2+2 articulation and to better serve the needs of business and industry in manufacturing and service in providing well-trained information workers.

CONTACT:

Kathleen A. Baker
Director, School and College Relations
Fullerton College
321 East Chapman Avenue
Fullerton, CA 92634
(714) 992-7528

NORTHEAST TEXAS COMMUNITY COLLEGE
2+2 Automotive Transportation Technologies Program
Reference Number: 20466

The competency-based 2+2 Automotive Transportation Technologies Program being developed by Northeast

Texas Community College and the Independent School Districts of Daingerfield-Lone Star, Mount Pleasant, and Pittsburg in rural northeast Texas is a five-year program serving a population of approximately 48,000.

The program was launched to satisfy an acute need for qualified service technicians for the transportation industry. Discussions with manufacturers, dealership and truck fleet service organizations, and trade associations revealed that much additional training was required after employment to provide effective service personnel. Graduates at both the secondary and postsecondary levels were not entering the job market with skills sufficient to the tasks required.

Under the program, the three secondary systems involved entered into an articulation agreement with the postsecondary institution. Under the guidance of a technical advisory committee comprised of representatives from the secondary and postsecondary institutions, business and industry, the Texas Education Agency, and the Texas Higher Education Coordinating Board, a new competency-based curriculum was developed and is currently being installed.

The training, which begins in grade 11 and continues through postsecondary grade 14, qualifies both the secondary and postsecondary graduates for employment. Secondary graduates, after successfully completing the first two years of the program, are qualified for employment as automotive service technician's assistants. Postsecondary graduates completing the associate's degree program are qualified as automotive service technicians. At the postsecondary level, students can qualify as technical specialists in one or more of eight specialty areas as defined by the National Institute for Automotive Service Excellence, the designated industry licensing group.

Under terms of the articulation agreement, secondary institutions agree to evaluate and recruit students they believe have the qualifications necessary to complete the program; offer and maintain courses developed; track and evaluate student progress; and send progress reports to the postsecondary institution.

The postsecondary institution has the responsibility of (1) helping to evaluate and recruit secondary students, (2) upgrading secondary instructors' technical knowledge, (3) offering an associate's degree curriculum, (4) providing an adequately trained faculty to administer and teach the curriculum, (5) maintaining all tracking records and providing them to employers on request, (6) and tracking student progress through at least one year of employment.

The program is designed to benefit partners by upgrading the quality of instruction and providing students with the necessary skills to gain and hold employment after graduation. Data demonstrating

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program effectiveness are being collected as the program is installed in increments.

CONTACT:

Dr. Jack Foreman
Executive Dean, Resource Development
Northeast Texas Community College
P.O. Box 1307
Mt. Pleasant, TX 75455
(214) 572-1911

DELAWARE TECHNICAL AND COMMUNITY COLLEGE

Tech Prep
Reference Number: 20424

In January 1987, Delaware Technical and Community College joined with the statewide vocational school districts to form a consortium designed to support Delaware's 2+2 effort. Originally designed for vocational students, the Tech Prep program soon spread to comprehensive high schools, affecting general curriculum students.

The Delaware Tech Prep Consortium is funded by the state legislature and Perkins Vocational Act. An executive director administers the daily operations through an approved constitution, by-laws, and a procedural manual. The procedural manual is a compendium of models designed by the executive director and approved by the consortium. The compendium includes models for the involvement of business, industry, and unions; community groups and craft committees through the Developing a Curriculum (DACCUM) process; the Delaware Business, Industry, Education Alliance and the chambers of commerce; government agencies; program articulation for 2+2 curricula; and student progress, recruitment, and matriculation to Delaware Technical and Community College in the associate's degree program. The consortium conducts workshops and seminars to bring secondary and postsecondary instructors together to design 2+2 technical curricula and certify advance college credit competencies.

Students participate in two programs. The articulated course program permits the students to pursue technical courses in their home high schools, while others attend on-campus courses with postsecondary students.

Through June 1989, 15 technologies had been developed, encompassing 38 courses. Since Tech Prep began, 600 students have participated, earning more than 3,600 advanced college credits to Delaware Technical and Community College.

CONTACT:

Dr. James R. Campbell
Executive Director, Tech Prep
Delaware Technical and Community College
I.T.D. 1898 North Dupont Highway
Dover, DE 19901
(302) 739-6163

MIDDLESEX COMMUNITY COLLEGE

Middlesex Community College/Lowell High School/Greater Lowell Regional Vocational Technical School 2+2 Scholarship Program
Reference Number: 20909

In 1986, Middlesex Community College began collaborating with Lowell High School and the Greater Lowell Regional Vocational Technical School to offer a dual-credit scholarship program. Through this program, selected high-risk high school students with no plans to go on to college are invited to enroll in courses at Middlesex Community College for both their high school diploma and college degree credit. Students who participate in the program do so free: their tuition costs, textbooks, and advisement services are provided by the college. Funding through the Lowell Plan in the city of Lowell has allowed for a maximum of 20 students to participate each year. Students who are not funded through Lowell Plan scholarships are eligible to participate on a fee-waiver basis: Such students pay only the cost of tuition and course materials.

In order to operate this program, college personnel work closely with high school guidance personnel. Guidance counselors select, screen, and schedule eligible students into Middlesex Community College classes, while the college provides close academic advisement and reporting of academic progress back to the high schools. An attempt is made to encourage high school students, through their enrollment in college courses, to explore career or academic areas they think they might wish to pursue through a full degree program once they graduate from high school.

Although this initiative has been modest to date, it has accomplished precisely what it was established to do; both the college and the high schools view expansion of it as providing substantially increased access to students from Lowell who require encouragement to pursue further education. Of the students who participated last year, 60 percent went on to college as a result of their involvement in this scholarship program. Although the program did not in prior years target minority students, half were minorities; plans for the future include specific recruitment of minority students.

In a similar, but unrelated, initiative, Middlesex Community College works closely with the Nashoba Valley Regional Technical Vocational School to offer a full year of college coursework to selected seniors at Nashoba Valley. Students from the school recognize many of the same benefits as do the students from Lowell: They begin to immerse themselves in a college experience and are able to enjoy the advantage of dual enrollment and dual credit.

The college expects to expand these programs and broaden its involvement with other area high schools in an attempt to encourage students whose plans do not necessarily include college to continue their education in degree and certificate programs that meet their needs and may help in shaping their goals.

CONTACT:

Charmian B. Sperling
Dean, Staff and Program Development
Middlesex Community College
Springs Road
Bedford, MA 01730
(617) 275-8910, ext. 5-406

enroll in vocational programs. They are more likely to respond positively to an applied curriculum that will prepare them for a successful technical career.

The program begins in the 11th grade and culminates with an associate's degree in a technical field. While in high school, students enroll in a focused core curriculum of math and communications and take Principles of Technology—all taught in an applied setting. These courses provide a foundation of basic academic proficiency so that the students will be better prepared to pursue and successfully complete studies in a technical field at the postsecondary level. Students who successfully complete the high school portion of the program are guaranteed acceptance into the technical programs at CCRI.

While in high school, 2+2 students visit the community college on several occasions to obtain information on career opportunities in technology and to visit the technical labs to get a first-hand look at the programs at CCRI, including chemical technology, instrumentation, electronics, and engineering. Last year, more than 200 high school sophomores, juniors, and seniors participated in this event.

To date, more than 500 students are participating in the 2+2 tech-prep program in Rhode Island at the secondary level, and this number is projected to increase substantially as the program gains momentum, student interest increases, and additional high schools join. The first group of students who completed the high school component of 2+2 entered CCRI last year. Of the schools reporting, approximately 25 percent of the students participating in the program entered CCRI in technical programs. A substantial number entered other postsecondary institutions as well.

New initiatives for 2+2 were developed for implementation in 1989; 2+2 programs in allied health and business technology were developed following the tech-prep model and will be under way as of September 1989 in some schools. Ties with business are being strengthened, and a mentoring program will be available for those students who need additional support and encouragement.

Initially, the 2+2 program received funding from the Office of Higher Education to provide staff and materials, and the participating high schools received funding from the Department of Vocational and Adult Education to implement the Principles of Technology curriculum. Program activities are planned and coordinated by the project director, Judith Marmaras, with assistance from an advisory board of secondary school and community college faculty and administrators. The project director reports directly to the vice president for academic affairs.

During the past two years, the 2+2 program has gained a tremendous amount of support and generated

COMMUNITY COLLEGE OF RHODE ISLAND

2+2 Tech-Prep Associate Degree Program
Reference Number: 20508

The Community College of Rhode Island (CCRI) has established a 2+2 Tech-Prep Associate Degree Program with 17 high schools in Rhode Island as part of a national partnership effort being promoted by the American Association of Community and Junior Colleges.

After extensive planning and promotion, the program began in September 1987, and six high schools volunteered to participate with the community college. Initially, an alternative program of study designed to provide students with the basic skills needed to pursue a career in a technical field was implemented at the secondary level, and career-development activities were planned at the college. As the program developed, other high schools entered into a partnership with the community college, and this year a total of 17 secondary schools are actively involved with the 2+2 program. In Rhode Island, 2+2 is a statewide program and is available to students from inner-city, suburban, and rural areas.

The 2+2 program targets those students who are enrolled in unfocused general education programs that prepare them for neither work nor college. The kinds of students likely to enroll in the tech-prep associate's degree program are those who may not do well in the theoretical college-prep courses or who do not want to

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much enthusiasm at the comprehensive and vocational high schools and at the community college. The applied tech-prep curriculum and career-development activities have been well accepted by both students and teachers; representatives from the high schools and college continue to work in a cooperative effort to provide students with a focused, goal-oriented program of study and with a number of support services to help them successfully pursue an associate's degree and a career in a technical field.

The proposed goals, objectives, and activities of the 2+2 program are evaluated on an ongoing basis and monitored in accordance with the measurable objectives and projected timelines. The evaluation plan includes (1) documentation of participating schools and the number of students enrolled in the program, (2) documentation of all inservice/orientation workshops, (3) evaluations completed by students, teachers, and staff, (4) computerized tracking of 2+2 students enrolled at CCRI, and (5) documentation of minutes of advisory board and committee meetings.

CONTACT:

Robert Silvestre
Vice President for Academic Affairs
Community College of Rhode Island
400 East Avenue
Warwick, RI 02889
(401) 825-2142

BRISTOL COMMUNITY COLLEGE

Tech Prep/2+2 Associate Degree Program
Reference Number: 21100

In 1986, Bristol Community College, in conjunction with nine comprehensive and two regional vocational technical high schools, developed a strategy to design a challenging and systematic program of study for the 60-70 percent of high school students nationwide whose career choices will not likely require a bachelor's degree.

The prime focus of this project was to address the need for a rigorous and focused program of study for those students currently enrolled in general courses in comprehensive high schools. The initiation of a collaborative agreement by Bristol Community College with participating school districts emphasizes the development of academic core courses at the high school level that would ensure a logical progression to the community college and eventually to the work place. The core courses developed are aimed at two career clusters, Business Technologies and Engineering Technologies. The program of study is designed to allow students in their junior year of high school to select a

Tech Prep/2+2 Associate Degree Program option even as students now select a business or college-preparatory program.

The college has developed an excellent relationship with the 11 participating school districts. The college has provided numerous services to each participating district including (1) presentations to school committees, faculty, staff, students, and parents' organizations; (2) duplication of programs of study; (3) development of promotional materials including brochures and videotapes; (4) grant development; and (5) technical support. The college has taken the initiative to develop linkages to support the Tech Prep/2+2 program not only with participating school districts but also with other agencies that have provided nearly \$250,000 in support of the project.

The college has also actively involved more than 60 faculty members from the college and participating schools and has provided both curriculum and staff-development opportunities. In fiscal year 1990, it was expected that a minimum of 77 faculty and 400 students would participate in various components of the program.

The success of this program is demonstrated in the following statistics:

- (1) Students enrolled in the program are averaging one letter grade higher than they did in their previous high school work, although they are enrolled in considerably more challenging courses.
- (2) Attendance has been markedly improved for participants in the program; i.e., students average less than one fifth the number of tardies and one third the number of absences as do students enrolled in non-tech-prep sections.
- (3) Every senior enrolled in the program applied to and was accepted at one or more colleges or universities.

The project has received both state and national recognition and is being replicated throughout Massachusetts.

CONTACT:

Edward R. Terceiro, Jr.
Assistant Academic Dean
Bristol Community College
777 Elsbree Street
Fall River, MA 02720
(508) 678-2811, ext. 185

ERIE COMMUNITY COLLEGE

High School Articulation Agreements
Reference Number: 20494

Formal vocational and technical program articulation agreements between academic departments at Erie Community College and local high schools began in 1985.

The purposes of the discipline-specific student transfer agreements are to (1) enrich curricula at both secondary and postsecondary levels, (2) save students time and money, (3) increase retention rates and career-development opportunities, (4) and serve as a major marketing and recruitment tool. All articulation agreements follow state education department guidelines for postsecondary and secondary occupational programs. The voc-tech linkage documents (1) cover either course waivers or advanced credit, (2) establish tracking systems to measure student progress and persistence, and (3) contain prescriptions for periodic review and assessment.

Since 1985, specific department-to-department and school-system umbrella articulation agreements have been formalized with the Buffalo School System and Board of Cooperative Educational Services (BOCES) centers. Academic department linkages exist for automotive technology, culinary arts, computer information systems, visual graphics, hotel management, construction technology, dental lab technology, and construction repair technology.

There are other goals for student transfer partnerships. It is the college's intention to have all parties support jointly registered programs, which will allow adults taking high school occupational evening courses to be eligible for financial aid under existing state education department regulations.

The ultimate goal is the effective maintenance of a regional 2+2+2 technical education continuum and support system whereby a student can follow an accelerated transfer pathway in a number of vocational and technical programs from high school through associate's and bachelor's degrees. A 2+2+2 continuum is stimulating technical education marketing and recruitment efforts, fostering career pathway development, enhancing minority and target student population access initiatives, and supporting faculty currency and exchange.

Hundreds of local occupational high school graduates have successfully participated in formal and informal articulation pathways and completed the 2+2+2 continuum since 1985.

CONTACT:

George A. Thomas
Vice President for Academic Affairs
Erie Community College
Main Street and Youngs Road
Williamsville, NY 14221
(716) 634-0800

MACOMB COMMUNITY COLLEGE

Project Draft

Reference Number: 20434

Project Draft, established in 1987, is a partnership between the Utica Community Schools; Macomb Community College; C-P-C Technology Core, General Motors Corporation; Modern Engineering; Technical Services, Inc.; RCO Engineering; and CDI Transportation Group. Project Draft is designed to help drafting students form a career goal in a technical occupation (drafting and design), and to encourage students to continue their technical education, and/or training at a postsecondary institution. The design-dependent companies are experiencing dynamic and rapid changes. These changes are placing demands on an already severely depleted design labor market: More highly trained technical people are needed.

The partnership goals are to

- (1) increase awareness and knowledge of design-related careers;
- (2) encourage students to pursue design-related careers;
- (3) provide a "planned" educational program that will lead to full-time advanced drafting/design employment immediately after program completion;
- (4) develop an articulated drafting program between secondary and postsecondary institutions;
- (5) develop a secondary and postsecondary transition program;
- (6) expand the number of cooperative education and full-time placement sites;
- (7) offer teachers inservice opportunities.

Utica Community Schools and Macomb Community College are collaborating to develop an articulated curriculum that will facilitate the transition of students from secondary to postsecondary design programs. The ongoing articulation process involves developing and evaluating common tasks in the secondary and postsecondary design curriculum. By completing the drafting/design articulated program, Utica students earn advanced placement status at Macomb Community College.

All Project Draft partners have made six- to eight-year commitments to proactively support this tech-prep project so that students are better prepared to hit the ground running. The design-dependent firms sponsor tours, provide speakers and technical assistance, and hire teachers and cooperative education students. C-P-C has affirmed that General Motors and its strategic partners will hire students for full-time positions once they have successfully completed the 2+2 tech-prep design program.

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In the first year, more than 500 students participated in the tours. Although project participation was voluntary, most of the student and teacher participants were actively involved in the secondary drafting program. Students were given pre-tests and post-tests to assess their knowledge of engineering and/or design careers. Test results indicated that secondary students had little knowledge of engineering and design before touring industrial facilities. The data suggest that Project Draft activities help students to clarify their high school course selections and career goals. Consequently, many Project Draft participants elect to stay in the tech-prep program. In some classes, enrollments increased 80 percent over the year before the program began.

Because of Project Draft's importance to Macomb County's economic development, each partner has contributed time, resources, and staff to make the program successful. A \$25,000 tech-prep grant defrayed most of the new costs Utica schools incurred for the project. Project Draft has been so successful that plans are under way to expand the project to include more industrial partners, curricular areas, and secondary schools in other districts.

CONTACT:

Dr. James Varty
Dean, Academic and Corporate Services
Macomb Community College
14500 Twelve Mile Road
Warren, MI 48093
(313) 445-7408

KIRKWOOD COMMUNITY COLLEGE

High School Health Science Program
Reference Number: 20461

Recently, the state of Iowa has sought ways to enhance vocational offerings in its secondary school districts. A new funding formula was introduced to reimburse school districts participating in jointly sponsored programs at 1.5 times the state average per-pupil cost. At the same time, the Health Science Department at Kirkwood Community College was investigating the possibility of developing a core curriculum for its health programs. With the incentive of a small state grant, the articulated High School Health Science Program was developed.

The goals of the program are to

- (1) develop a health occupations core curriculum at the secondary level that would articulate to nine health career programs at the postsecondary level;
- (2) develop curriculum that helps high school students explore a broader range of health career options;
- (3) provide students with an employable skill upon

program completion.

Faculty from the programs offered at Kirkwood participated in developing a matrix of health care competencies, ordered from highest to lowest identification with specific health careers. The competencies required of a nurse aide/orderly were found to include most of the core competencies required in any health program. These competencies were sequenced in a core curriculum so as to provide efficient pathways in articulation to Kirkwood health programs.

A two-semester high school program was developed that included a 120-hour nurse aide certification, with options for rehabilitation aide and home health aide. In addition to mastering employable skills, students completing the program receive transfer credit for four courses at Kirkwood: Introduction to Health (2 SH), Health Care I (1.5 SH), Health Care II (1.0 SH), and CPR/First Aid (.5 SH). Students entering the nursing program at Kirkwood receive additional credit for Nursing Fundamentals (4.5 SH) after completing a two-semester-hour nurse aide advanced placement course.

This program is designed to serve the college's service area, which includes large metropolitan school districts in Cedar Rapids and Iowa City and small rural school districts in surrounding counties. School districts contract with Kirkwood to provide all instruction, paying the actual costs plus a 15 percent administrative fee. Nonexpendable equipment and supplies remain the property of the school district and reduce the cost of the program in subsequent years. The local school district claims student enrollment for state reimbursement at an enhanced rate. The college does not collect tuition or claim enrollment for contact-hour reimbursement. The secondary school districts benefit from the partnership by being able to provide their constituencies with vocational offerings cost-effectively. Kirkwood benefits in marketing its programs by the increased visibility offered by the articulated program. By maintaining supervision over the instructional content, the Health Science Department at Kirkwood has reduced the questions of equivalency that generally block articulation agreements.

A unique feature that has been added to the articulation agreements is the priority enrollment policy. Program students applying to Kirkwood programs can request priority enrollment consideration for the next available start date.

The 1988-89 school year was the first full year of operation. (This program was pilot-tested during 1987-88.) Articulation agreements and operating budgets were drawn up for five separate school districts, of which three were small rural communities. A total of 56 students were enrolled and provided classroom and clinical instruction at locations convenient to the school district. The smallest

class registered 7 students and the largest class registered 21 students. Of those, 46 students completed the program, representing an overall attrition of 18 percent. Of 37 seniors completing the program, 21 are pursuing higher education in a health career, 15 of whom are requesting priority enrollment and using the articulation path at Kirkwood. Seventeen of the completers are currently working as aides in the health care field.

Two of the informal objectives of the program have not been accomplished: Only one of the graduates has been encouraged to consider an allied health career other than nursing, and only two males were encouraged to enroll in the program. No students were certified in the home health aide option; this is being reevaluated for deletion from the program options because home care providers have been reluctant to provide clinical experience for high school students. Kirkwood is currently looking at developing a career option that would not involve direct patient care for those interested in health careers with limited patient contact.

An evaluation of graduate success in Kirkwood health programs will be conducted in the coming year.

CONTACT:

Dr. John L. McCabe
Department Head, Health Sciences
Kirkwood Community College
Box 2068
Cedar Rapids, IA 52406
(319) 398-5613

EASTERN IOWA COMMUNITY COLLEGE DISTRICT

Principles of Technology (PT)
Reference Number: 20511

Employment opportunities in the technical fields are growing nationally at a tremendous rate. The expanding technology within these fields has altered the needs of the labor market, thus requiring a more highly educated and highly skilled work force. In order to prepare for employment in technical occupations, students need to have a broad understanding of the principles that underlie modern technology. The Eastern Iowa Community College District (EICCD) has worked in partnership with the Area Education Agency (AEA), the Area Planning Council for Vocational Education, and school districts in its service area to implement a coordinated approach to technical education.

Principles of Technology (PT) was developed by the Center for Occupational Research and Development and the Agency for Instructional Technology and funded by a consortium of 35 state and provincial education

agencies. PT is a two-year high school course in applied physics designed for students who plan to pursue careers in a technical field. PT teaches students technical principles that will not become obsolete as technology changes. The course focuses on practical principles in physical science and how these technical principles govern the behavior of modern equipment.

In Iowa, 60 school districts are authorized by the state department of education to offer Principles of Technology. Since the program is shared between some school districts, PT is available at approximately 50 sites in the state. Five high schools in the EICCD service area currently offer PT: Bellevue High School, East Central Community High School, Muscatine High School, Northeast Community Junior-Senior High School, and Pleasant Valley High School.

According to Harold Berryhill, of the Iowa Department of Education, "Thanks to the Area Planning Councils (APCs), many schools in Iowa have implemented the Principles of Technology program. The APCs familiarized the schools with Principles of Technology and gave them support in writing grant proposals to fund the program." The APC has assisted the EICCD and the AEA in the cosponsorship of several workshops on Principles of Technology. Additionally, school districts have been assisted in the writing of their grant proposals, and the local Job Training Partnership Act has purchased a full set of the Principles of Technology curricular materials for the AEA to make available to local schools.

PT is directly articulated with many of the vocational-technical programs offered by the EICCD: heating, ventilation, and air conditioning; diesel technology; auto body repair; auto mechanics; industrial technology; and automated manufacturing technology. High school students who complete the two-year Principles of Technology course with a grade of *B* or better may receive credit for certain courses required in these programs offered at EICCD. Students may also receive credit when they earn less than a grade of *B*, if they can pass a competency exam at the EICCD. In addition, students will have the opportunity to test out of certain courses in the areas of drafting and design, and electronic engineering technology by passing a competency-based assessment.

CONTACT:

Dr. David Claeys
Dean of Academic Affairs
Scott Community College
500 Belmont Road
Bettendorf, IA 52722
(319) 359-7531

Part Three**NORTH HARRIS COUNTY COLLEGE DISTRICT**

NHCC/SISD Automotive Technology Program
Reference Number: 20834

Recent economic changes in states such as Texas have forced educational institutions to re-examine how they can meet student needs effectively and economically. School districts, where growth of new programs and the addition of physical facilities to accommodate them seemed virtually limitless, find themselves making difficult choices as they adjust spending to stay within local and state budgetary cuts. North Harris County College (NHCC), a suburban community college in the Houston area, and Spring Independent School District (SISD), one of the city's feeder-school districts, are working together to find a solution that will provide a quality automotive technology program for high school students.

When SISD planned for the 1986-87 school year, administrators realized that facilities had to be added to accommodate vocational-technical programs. Classroom space was allocated based on a proposed building to house automotive technology. Sharp increases in construction costs and decreased state funds for construction soon precluded the building program. At the same time, NHCC vocational and technical planners looked at similar budget constraints. Although they faced no shortage of space, they did realize that the continued success of their program required expensive updating of equipment. Administrators began a series of negotiations to determine whether a cooperative effort might allow students to pursue training in an area where there is a strong local job market. Transfer of the program to the college campus would free high school classroom space for other classes and reduce expenditures for capital equipment and instruction. It would allow SISD to honor its commitments to other programs while indirectly funding equipment purchases at the college.

Fall 1986 was the first semester for the shared program to be in place. The contract provided that a maximum of 20 first-year and 20 second-year automotive students in high school would come to the college campus for the automotive technology training. SISD had a total of 56 students interested in the first-year program. The final selection of 20 students was determined by the district. Those in the first year of the program met for 200 minutes three afternoons per week.

The introductory courses in the first two semesters are enhanced versions of those taught at NHCC to its students: Mechanical Practices and Auto Engines I. The textbook was compatible with both the high school and the college curricula. Minor adjustments in course

content were made to ensure that the new courses included all essential elements as defined by the state for secondary classes. High school seniors completing these introductory courses were eligible to enroll in one of three selected evening auto courses meeting for six to eight contract hours per week. The college reserved five slots in each section for these contract students. As part of the pre-enrollment process, each advanced student was asked to list first, second, and third choices. All students were placed in either their first or second choice.

In addition to monies paid by SISD to the college and designated for capital expenses, supplies, and instructor salaries, the district also provides students with textbooks and tools. The only expense for students enrolled in this program is transportation. The original plan included SISD busing students to and from the two high schools, which were close to the college. However, students requested and were allowed to form car pools. As a result of this joint effort, SISD anticipated significant savings for 1986-87. The capital expense money was used by the college to purchase more equipment for the automotive lab. This equipment can and will be used by all students enrolled in NHCC automotive classes.

The first-year contract automotive students can earn credits while enrolled as high school students (credits accrue toward an associate of applied science (AAS) degree if they meet stated requirements). These college credits are valid when students successfully complete the second year of the automotive program at NHCC, graduate from high school, and continue their education at NHCC. The first-year students then receive retroactive credit for the courses they completed in their junior year.

The second-year students participate in the early admissions program. Since the state reimburses the college for these students' instruction, SISD pays only tuition and fees. Students receive dual credit for both high school and college; one credit does not replace the other. Depending on the courses students choose during the second year of the automotive technology program, they can earn as many as 20 hours of potential college credit as high school students.

An unexpected but very positive outcome of the program has been that students are apparently transferring their college-appropriate behaviors to the high school environment. Students report that while they are learning responsibility in the automotive lab, they are also applying this discipline to the academic courses in high school. Their grades in other classes are improving. A recent survey of students revealed that students were positive in their assessment of the program. They found the quality of instruction beyond their expectations, enjoyed interaction with older students, and appreciated the responsibility they have

as students in a college environment.

College personnel involved in the program are enthusiastic about it. It is a strong and successful program that makes a different contribution to the community it serves. Co-operating between the two educational entities has allowed for purchase of more equipment for all students and serves as a recruitment tool for the AAS program in automotive technology for those students interested in developing better skills before entering the job market. Administrators are currently investigating similar cooperative efforts with SISD and other feeder-school districts. Electronics, welding, and child care seem likely areas where pooling of resources, instructional facilities, and personnel could reduce costs while meeting the needs of area students who want and need vocational training.

CONTACT:

Gail C. Phillips
Division Head, Applied Technology
 North Harris County College District
 2700 W.W. Thorne Drive
 Houston, TX 77073
 (713) 443-5675

MILWAUKEE AREA TECHNICAL COLLEGE

Milwaukee Area Technical College's High School
 Reference Number: 21227

Milwaukee Area Technical College's (MATC's) High School is a fully accredited secondary school for anyone 18 years of age or older not enrolled in any other high school. It is designed for those who want to begin or continue working toward a high school diploma. Classes are also open to high school graduates who want refresher or additional courses required for entrance at MATC or other schools. Also, the evening division of MATC's High School enables area high school seniors to make up deficiencies so that they can graduate with their class. A summer session offers both day and evening classes. A formal graduation is held each spring.

Courses are held at the Milwaukee campus and at various evening centers in the MATC district. Because many adult students are employed, there are no set school hours. Students may attend day or evening classes and remain at school only during classes for as few as 4 or as many as 20 hours a week. High school general-education courses enriched by timely subjects make up a typical, individualized program. Survey courses in vocational fields are offered to help students develop goals geared to their abilities and aptitudes. Selected business courses in MATC's Adult-Vocational Division may also be taken for high school credit. Specific diploma

requirements include eight semesters of English; six of social studies; four of math; four of science; and one each of computer education and health. All of MATC's special services and facilities—such as free tutoring and speech therapy, the gym and pool, concerts, workshops, and the library—are available to MATC's High School students.

MATC's High School accepts credits from any high school that meets national accreditation requirements. Special evaluations are used to grant credit by apprenticeship, military experience, correspondence study, and similar activities. Legal residents in MATC's district pay a minimal fee for courses.

CONTACT:

Don Wojczynski
Associate Dean, MATC's High School
 Milwaukee Area Technical College
 1015 N. 6th Street
 Milwaukee, WI 53203
 (414) 278-6965

LOWER COLUMBIA COLLEGE

High School/College Vocational Articulation
 Reference Number: 20987

Lower Columbia College's cooperative project with Kelso High School has become a program of discovering mutual benefits for students and professional staff. The original planning effort developed a smooth transition from high school to college for Kelso students who desired a two-year technical degree at Lower Columbia College. Cooperation was focused in two directions: those students who were interested in office administration careers, and those who sought careers in automotive technologies. At the end of the process of examining each institution's curriculum, representatives found that they could eliminate from one quarter to one full year of Lower Community College coursework for students completing related vocational programs at the high school.

Thus far, only a few students have completed the requirements for advanced placement. This limited impact exists due to the relative newness of the program and the need for higher visibility among students and parents about the advantages of the cooperative program.

The continued communication between the school and the college has led to a number of other significant areas of cooperation. Representatives from the college currently are working to articulate courses in theory related to modern industrial technology. The high school faculty has already instituted a Principles of Technology course, the first of a two-year sequence, and will teach

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technically oriented students the physics and chemistry principles that underlie modern technology. The college, in return, will rewrite its related instruction in a number of occupational programs to prevent Kelso graduates from having to repeat concepts already studied in their high school program. The Kelso High School initiative has been a prime reason for the college to re-examine its own requirements for related instruction and will undoubtedly lead to the college's streamlining and updating its curriculum.

A second outcome of the cooperation has been in sharing faculty and facilities in the automotive technology programs. The high school received the resignation of its automotive instructor in late summer. In the prior year, the high school principal and the automotive instructor had arranged for a segment of their second-year automotive program to be taught at the college's campus because the college had the more current equipment for teaching alignment and brake laboratory experiences. Due to this previous joint effort, the principal turned to the college to help provide instructional services for the high school program. In the current high school program, the college's instructor teaches the advanced students on the college's campus so that the students have the advantage of more sophisticated equipment. For the first-year students, another college instructor teaches at the high school. From prior experience, the high school environment was found to be much better for teaching initial concepts and laboratory methods.

Each of these arrangements has led to closer working relationships and increased levels of cooperation. All of those involved acknowledge that the benefits have thus far outweighed the increased need to coordinate efforts. The project members see the relationships as dynamic, with changes occurring yearly as the two institutions better understand how to serve students seeking technical skills.

CONTACT:

Donald Fuller
Dean for Instruction
Lower Columbia College
Longview, WA 98632
(206) 577-3428

**CLARK COUNTY COMMUNITY COLLEGE/
CLARK COUNTY SCHOOL DISTRICT**
Clark County Community College/Clark County
School District Articulation Program
Reference Number: 20456

In 1985, the president of Clark County Community College (CCCC) and the superintendent of Clark County

School District (CCSD) met to plan how their respective institutions would meet the accelerating pace of technological advancements and how those advancements would affect the future of the technical curricula of the college and the high schools of Clark County. One basic consideration of the technological evolution was determined to be the critical employer demand for qualified personnel. The series of meetings initiated a joint commitment on the part of the college and the school district to provide a continuing flow of well-qualified employees for the major industries and businesses of southern Nevada. The commitment culminated in the formation of the CCCC/CCSD Articulation Program.

The CCCC/CCSD articulation board, cochaired by the president and superintendent, provides direction for the program. Subcommittees consisting of representatives from business, industry, and labor organizations, as well as CCCC and CCSD faculty and staff, were established in the following areas: resort occupations, drafting, graphic arts, health occupations, business and office administration, refrigeration and air conditioning, electronics, automotive technology, and marketing.

The subcommittees focused their attention on curriculum development and how to nurture the articulation process between those courses taught in the high schools and the technical programs at CCCC. In addition, a public relations subcommittee was established to develop promotional materials and to inform the general public about the Articulation Program. Video and audio public service announcements were distributed to radio and television stations.

It was also recognized that the high school counselors are the front line in helping students make appropriate high school class selections and career choices. To ensure successful coordination of CCCC's and CCSD's counseling efforts, the following activities were created: (1) a CCSD high school counselor was assigned to a CCCC counselor to serve as a liaison and resource person to high school counseling staff; (2) the CCCC 2+2 Tech Prep Guide was distributed to junior and senior high school counselors; (3) recruiting dates were formalized with each high school; and (4) inservice meetings with the CCCC and CCSD counselors were established.

CONTACT:

Mary R. Malley
Coordinator, CCCC/CCSD Articulation Program
Clark County Community College
3200 East Cheyenne Avenue
North Las Vegas, NV 89030
(702) 643-6060, ext. 487

TEXAS STATE TECHNICAL INSTITUTE**Adopt-A-School, Articulation, Linkage****Reference Number: 20429**

Texas State Technical Institute (TSTI) is the only Texas-supported technical college system. It was established by the Texas legislature in 1965 as part of the Texas A&M University system. In 1969, the school separated from Texas A&M and evolved to its present configuration of four campuses—Amarillo, Harlingen, Sweetwater, and Waco—and two extensions in Abilene and McAllen. The enrollment is approaching 10,000 students system-wide, with both associate's degrees and certificates of completion being offered. The state of Texas has been divided into service areas by the system administration. The Waco campus serves the largest area, (roughly the eastern half of Texas), and data/information from the Waco campus is used here to describe various programs.

Adopt-A-School. The Adopt-A-School program follows the national model of community involvement with the local schools. TSTI-Waco has adopted the largest local high school. Activities range from providing baked goods from the college's food service technology program, to classroom presentation and demonstrations by the printing or electrical wiring and conduction programs. Adopt-A-School was started in 1986; since then, 628 service hours and an estimated \$2,133 have been donated.

Articulation. Texas House Bill 72, Second Called Session, 68th Legislature, 1984, directed the state board of education to develop both a long-range plan for public education and a master plan for vocational education. In the long-range plan, an articulation program was identified as a viable activity for the public schools to pursue. House Bill 72 and the Master Plan for Vocational Education stimulated TSTI-Waco to implement an articulation program in 1984.

The articulation program is a simple program of awarding credit for the certified competencies and skills a person possesses, regardless of where the skills were acquired. The college interacts primarily with high schools and the process can be simplified as follows:

- (1) A written agreement is developed between the Independent School District and TSTI-Waco.
- (2) At the high school's request, specific competencies within a specific course are compared.
- (3) A written agreement identifies common competencies.
- (4) Any student attending TSTI-Waco may receive credit, based on certification and written agreement, after successfully completing courses using the certified competencies.

Basically, the program allows for a shorter period in school and less expense, or allows students to enroll

in courses that can enhance their knowledge and skills.

Linkage. The TSTI-Waco Linkage program became operational in fall 1990. This program currently involves 21 high schools from McLennan County. TSTI-Waco will, in essence, become the area vocational-technical educational center, offering subjects impractical for the local high schools to offer. Following is an overview of the program:

- (1) High school students are selected to participate in the program.
- (2) Standard catalog courses are offered either as "stand alone" (only high school students) or "mainstreamed" (with college students).
- (3) High school students are bused to the college campus to take courses or participate in a satellite program at the high school.
- (4) Linkage program students receive high school credit for TSTI college courses; should they elect to enroll at TSTI after high school graduation, they can also receive credit for the same courses through advanced placement.

CONTACT:**Harry E. Clair**

Coordinator, Collaborative Projects

Texas State Technical Institute

3801 Campus Drive

Waco, TX 76705

(817) 799-3611, ext. 2058

METROPOLITAN COMMUNITY COLLEGE**Curriculum Articulation Agreements****Reference Number: 20458**

Metropolitan Community College participates in several articulation programs with area schools within its designated four-county area. Articulation provides secondary students with a systematically planned curriculum in a chosen occupational area, as well as with a process to follow as they work toward their educational and career goals. Articulation is one path to educational excellence for vocational students. It is an approach that benefits the students, all institutions involved, and the economic development in this time of rapidly advancing technology.

The college currently has articulated agreements with four major school districts. Vocational areas are emphasized in these agreements; however, the college is assessing possible general-education articulations. Program areas currently articulated include accounting/bookkeeping, air conditioning, heating and refrigeration, architectural drafting, auto body, auto mechanics, business management, civil engineering, commercial photography, drafting and design, electronics, merchan-

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dising management, office skills technology, small engines, and welding and fabrication.

The college articulates in two ways: (1) it has secondary students on campus enrolled in college credit courses, using college equipment, and (2) it has high school students involved on their own campuses, enrolled in their high school's courses and receiving advanced college credit.

Articulated understandings for programs in which secondary students come to the college campus include these:

- (1) Assigned instructors shall meet college qualifications for the program area.
- (2) Texts and other instructional materials shall be those used by the college in similar courses.
- (3) Attendance and examination standards shall be consistent with college and high school regulations.
- (4) Final letter grades for each student shall be assigned according to the college's grading system, and these grades shall be sent to the appropriate school.
- (5) Credits earned through these courses may be applied to an associate's degree of the college.
- (6) Students shall meet course prerequisites.
- (7) Students are expected to abide by college policies and are entitled to normal college services and facilities.
- (8) Tuition and fees for all courses taught by the college shall be in keeping with those established by the college. The fee for nonstandard courses will be set per student per semester.
- (9) A high school instructor may be used if available and qualified. The college shall reimburse the applicable school districts according to the college's part-time faculty pay schedule.
- (10) Transportation shall be the responsibility of each school district.

The college is working on a variety of new ventures in the area of articulation and partnerships and looks forward to future collaborations. It hopes that such ventures will provide the incentive for students to consider the college upon their graduation, but, as important, it is making an effort to provide needed technical preparation and competence that will aid graduates in finding jobs.

CONTACT:

Dr. Karen Wells
Vice President, Educational Services
Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103
(402) 449-8431

HAWAII COMMUNITY COLLEGE, UNIVERSITY OF HAWAII AT HILO

Credit-by-Articulation Program

Reference Number: 20501

Recognizing that the education process is lifelong and that preparation for work and for quality of life is shared by all levels of schooling, the Hawaii district, the state department of education, and the University of Hawaii at Hilo's Hawaii Community College are in agreement that program excellence, better use of financial resources, and the preparation of the work force of tomorrow can best be achieved by cooperation among the public secondary and postsecondary institutions on the island.

The Credit-by-Articulation Program enables an efficient and effective movement of students through an educational sequence in business education at Hawaii Community College. By recognizing competencies gained through previous high school coursework, students will be able to make a smooth transition to the world of work without duplication of effort, without loss of valuable time, and without the burden of added expense.

The objectives of the program are to (1) provide an articulated, continuous curriculum spanning two educational systems, resulting in an associate of science degree; (2) minimize duplication of efforts through better use of resources and time; (3) provide students, especially those wishing to further their vocational training, with educational options; (4) motivate students who otherwise might not have plans to pursue studies beyond high school; and (5) improve the attractiveness of vocational education.

The Credit-by-Articulation Program formally began in 1989, but it is built on a system-to-system agreement signed in 1987. The program is leading the way for advanced placement and tech-prep agreements in several other vocational fields.

CONTACT:

Joni Onishi
Articulation Coordinator
Hawaii Community College
Hilo, HI 96720-4091
(808) 933-3314

JACKSON COMMUNITY COLLEGE

Tech-Prep Partnership

Reference Number: 20431

In 1987-88, faculty and administrative representatives from Jackson Community College (JCC) and the Jackson

County Intermediate School District (JCISD) met as the JCC/JCISD Technology Education Committee to plan for technology education for all students in Jackson County. It was soon clear that Michigan's tech-prep initiative was a reasonable vehicle for reaching the goals of better preparing the county's students for their technological world, reducing the dropout rate, and helping noncollege-bound students to redirect their efforts toward planning for postsecondary education.

In 1988, the effort was launched with five local school districts, targeting the seventh grade and high school grades for curriculum and counseling activities; this year, all 12 districts are expected to participate in at least one element of the project.

The major activities in 1989-90 were

- (1) career awareness, college exposure, and mentoring for disadvantaged sixth graders in the Jackson Public Schools;
- (2) coursework for seventh graders in technology education in preparation for writing their Educational Development Plans (EDPs) in the next year;
- (3) counseling interventions for a sample from the population of students who prepared EDPs the previous year (their eighth or ninth grade) and have expressed interest in a career in manufacturing technology;
- (4) continued curriculum development for technology education in the middle school;
- (5) initial curriculum development for the technical core skills and applied academic courses for high school students;
- (6) expansion of the EDP process into adult education in all school districts;
- (7) inservice training for a group interested in transforming at least one local district into a demonstration model for the educational structure and process found to be most appropriate for the needs of high school graduates.

In 1989-90, students from grade six through the associate's degree and adults had an opportunity to participate, with special attention to maintaining the involvement of students who are most likely to drop out of high school or not continue to postsecondary education. In the following two years, about 70 teachers and 1,000 public school students will work developing and piloting curricula and counseling programs.

The critical curricular challenges to be met including determining (1) when and how the technical competencies are to be achieved and (2) what will be the most effective curricular strategies for students otherwise heading toward the dead end of general education. Faculty teams addressed those questions in 1989-90 by analyzing their current curricula and determining modifications that are moving students toward the goals

of the tech-prep program during this and next year while new models and courses are being identified or developed.

Clearly, the current images of tech-prep's future will change a great deal as the advisory groups, faculties, counselors, parents, and students confront their own realities and evaluate their strategies and solutions. The basic goal will be the thread of continuity and the tie that enables cooperation: that students who would not be well served by the current configurations of academic or vocational-technical education, and heretofore would have drifted through high school in general education or dropped out, will discover purpose for their education and will pursue a mastery level of technical competence in one occupation before considering the first stage of their formal education complete.

CONTACT:

Allaire George

Vice President for Academic Affairs

Jackson Community College

Jackson, MI 49201-8399

(517) 787-0800, ext. 110

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

Coordination of Occupational-Vocational Education

Reference Number: 20513

Coordination of high school-level and community college-level occupational and vocational programs was initiated by the seven Maricopa County Community Colleges and surrounding secondary-level districts in 1984 in response to the Arizona Vocational Education Act of 1982. The goal of this act was coordination of programs so that students could progress without duplication of time, effort, or expense.

Course credit articulation and resource coordination have been the predominant forms of articulation developed. Course credit articulation is the granting of college credit for mastery of competencies equivalent to a college course. Resource coordination is the sharing of faculty, facilities, and equipment.

Course credit articulation. Course credit articulation agreements are currently in effect between the Maricopa County Community Colleges and 11 surrounding high school districts. The number of high school graduates who have taken advantage of course credit articulation has been disappointing. It is believed that the major problem was that high school graduates did not have a clear understanding of what they needed to do to receive the college credits they had earned. As a result,

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the process has been revised and a new procedure, whereby college faculty make a direct mailing to high school graduates, was pilot-tested at three high school districts. Results are eagerly anticipated.

Resource coordination. Resource coordination has been a success. Probably the best example is the relationship that exists between Phoenix College and Metro Tech VIP, the Phoenix Union High School District Area Vocational Center. Several hundred college students complete Phoenix College occupational classes in Metro Tech VIP vocational laboratories each semester.

One 2+2 tech-prep program is currently operational. Mesa Community College and Mesa Vo-Tech, which is the Mesa Public Schools Area Vocational Center, have developed a true 2+2 machine trades tech-prep program. Since this articulation agreement became operational, a number of students have made satisfactory progress. Finally, GateWay Community College has just employed an articulation specialist and will be working to develop true 2+2 tech-prep programs with the Tempe Union and Phoenix Union High School Districts.

Coordination of occupational and vocational education programs is under way in the Greater Phoenix area. While the processes are still under development, the commitment to make high school-to-community college articulation a reality exists, and a positive outcome will result.

CONTACT:

John Bradley
Occupational Program Specialist
Maricopa County Community College District
3910 East Washington
Phoenix, AZ 85034
(602) 392-2307

HAGERSTOWN JUNIOR COLLEGE

Comprehensive Program Articulation
Reference Number: 20780

In an effort to prevent the repetition of previously mastered learning, Hagerstown Junior College and the Washington County Board of Education signed a comprehensive articulation agreement in 1975. Over the past 15 years, staff and faculty from the two agencies have developed 11 program or area agreements that provide credit at the college level for material mastered at the secondary level.

The population served by the agreements are the high school students of Washington County, Maryland. Over the length of the agreement, approximately 200 students have earned articulated credit. One of the more attractive features of the program is its low cost. Staff

from the school board and the college serve on program articulation committees. They meet several times each year to fine tune the agreements. Close cooperation is sought from the counseling staffs of each participant. The result is an efficiently functioning process with little direct cost.

The benefits derived by the schools are a validation of their quality of instruction. Parents, students, politicians, and members of the general public are regularly made aware that the education provided by the secondary system is of sufficient quality to merit college credit. At the postsecondary level, the main benefit is recruitment; currently, the college attracts the highest percentage of seniors who attend college of all the Maryland counties.

Assessment of the program has been formative to this point. Accreditation bodies for both the county system and the college have identified the program as one of the essentials of excellence in both systems.

CONTACT:

Michael H. Parsons
Dean of Instruction
Hagerstown Junior College
751 Robinwood Drive
Hagerstown, MD 21740
(301) 790-2800

BURLINGTON COUNTY COLLEGE

Partnerships With the Secondary School Community

Reference Number: 20469

In July 1988, Burlington County College was awarded a three-year Challenge Grant of \$1,155,000 from the New Jersey Department of Higher Education to work in partnership with the community, high schools, minority groups, and business-industry community to improve the technological skills of the county work force and provide innovative learning options designed to support postsecondary success of high school students, especially minority students, who would not otherwise continue their education.

Partnerships With the Secondary School Community is one component of the Challenge Grant and is an outgrowth of the strong relationship Burlington County College has developed with the county school districts. The partnership targeted seven high schools with approximate populations of 7,000 students, 600 educators, and 4,200 parents. The purpose of the partnership is to establish course articulation agreements with the selected high schools and to provide the at-risk students and their parents with information

programs on career and college awareness. Leadership for the partnership was provided by the high school steering committee, which was comprised of equal representation from high school personnel, parents, and college personnel.

The partnership sponsored five major activities:

- (1) career awareness presentations in which the nature of the future work force and the skills needed to participate in these occupations are highlighted to students in their high schools;
- (2) college awareness workshops in which parents of at-risk students are offered the high school articulation program, financial aid, and the benefits of postsecondary training, reaching out to them in nontraditional forums;
- (3) college visits in which high school personnel, parents, and students tour the college's laboratories to witness demonstrations of the technology that will propel future industries;
- (4) course articulation in which a novel instructional objective mapping approach is used by faculties from both the high schools and the college to award college credit for appropriate high school courses;
- (5) two full scholarships aimed at at-risk students in the second and third quartile of their senior class ranking for each high school.

The partnership has directly served more than 1,300 students, 200 parents, and 175 educators from the high schools. The articulation efforts have resulted in eight agreements during the initial year of the Challenge Grant, with 50 other agreements projected over the next two years.

CONTACT:

Bill Lake
High School Articulation Coordinator
Burlington County College
Pemberton, NJ 08068
(609) 894-9311, ext. 376

ILLINOIS EASTERN COMMUNITY COLLEGE

Articulation Agreement
Reference Number: 20045

In 1987, Illinois Eastern Community College joined forces with the Clay, Jasper, Richland, and North Wayne Regional Vocational System; Twin Rivers Regional

Vocational System; and Edwards, Wayne, Wabash, and White Regional Vocational System to work on a comprehensive articulation agreement for the systems. The purpose of the agreement is to provide a procedure that will enable students from the area high schools to continue their education and training at Illinois Eastern Community College through a coordinated curriculum that ensures continuity of instruction and eliminates unnecessary duplication of training or education.

A steering committee was formed to oversee the terms of the articulation agreement. The membership of this committee consists of the superintendents of the educational service regions, the chairperson of the board of control of each system, the directors of the three regional vocational systems, and representatives of Illinois Eastern Community College.

The major objective of the articulation agreement is to ease the transition between high school and the community college, to allow students to transfer without unnecessary delay or duplication in their training or education as long as they satisfy the general and/or program-specific entrance requirements of the community college. The parties involved share instructional resources, facilities, and personnel, as well as encourage the development of new relationships and procedures to share equipment and exchange personnel with business and industry.

The benefits derived from the program include providing inservice and staff-development activities for faculty and staff of both the postsecondary and secondary systems at lower cost and higher quality than would be possible without the agreement. Students will be able to complete programs earlier, as well as complete higher-level courses. The program has not been in effect long enough to evaluate its effectiveness.

CONTACT:

E. Kenton Peak
Director of Educational Services
Illinois Eastern Community College
305 N. West Street
Olney, IL 62450
(618) 395-4351, ext. 2280

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SECTION FOUR:

Regional and Statewide Inter-Institutional Articulation Councils and Agreements

CALIFORNIA STATE UNIVERSITY, CHICO Northern California Academic Partnership Council Reference Number: 20352

The Northern California Academic Partnership Council is a consortium of school districts, middle schools, junior and senior high schools, community colleges, and universities—all acting together to improve the preparation of students for college. It was organized in 1984 to implement the then-newly published Statement of Competencies in English and Mathematics Expected of Entering Freshmen, which had been developed jointly by the academic senates of the University of California, California State University (CSU), and California community colleges.

Since 1984, the Academic Partnership Council has expanded its focus to other competency statements, as they are developed, and also to the state department of education's Model Curriculum Standards, with their accompanying frameworks. All its activities bring secondary and postsecondary faculty together to implement these key curricular documents. Serving the rural counties of northern California, the Academic Partnership Council fosters communication among educational institutions and coordinates a network of activities that affects curriculum and improves the competencies of secondary students.

Its goals are to increase the number of students who come to college from rural high schools in northern California and to assure that students arrive with the competencies necessary to succeed. The strategy of the Academic Partnership Council is to improve instruction through better dissemination, implementation, and articulation of curriculum. It aims to help teachers develop the knowledge and skills necessary to function at their best in the classroom so that they, in turn, can prepare students to achieve the level of competence expected by colleges and universities. Its activities include regional conferences in English, literature, mathematics, science, foreign language, history, and social science; local institutes and workshops in most of the same areas of study; the Chico Diagnostic Testing in Writing Project (involving 500 high school juniors annually); development of the CSU-Chico Mathematics Project; cooperation with the summer mathematics and writing projects and the Northern California Mathemat-

ics Diagnostic Testing Project.

There has been no general, formal evaluation of the program.

CONTACT:

Anne Nordhus

Assistant to the Provost

California State University, Chico

Chico, CA 95929-0110

(916) 895-6101

TRI-STATE UNIVERSITY

Steering Committee for Improved Participation in Postsecondary Education (SCIPPE)
Reference Number: 21214

The Steering Committee for Improved Participation in Postsecondary Education, or SCIPPE (pronounced "skippy"), is a coalition of professional associations and other groups concerned with the fit between secondary and postsecondary education. SCIPPE's long-range goal is to improve Indiana high school graduates' college participation and success rates.

SCIPPE's public-sector membership includes the Indiana Commission for Higher Education, Indiana Department of Education, Indiana Association of College Admissions Counselors, Indiana Association for Counseling and Development, Indiana Student Financial Aid Association, Indiana Coalition of Blacks in Higher Education, Indiana Council for the Advancement and Support of Education, and Indiana Secondary School Administrators. The private sector is represented through the memberships of the Indiana Chamber of Commerce, Indiana Economic Development Council, and Indiana Farm Bureau.

SCIPPE's first project was developing a privately financed brochure distributed to every 9th, 10th, and 11th grader in the state. Entitled *It's Up to Me!*, the brochure emphasized the value of higher education (including postsecondary technical education), the affordability of higher education, and the importance of planning early in high school for whatever life after graduation might bring. The brochure's most important contents were a high school planning chart and an invitation to each student to discuss his or her high school plan with a counselor.

The next steps in SCIPPE's campaign include building local networks (colleges, schools, businesses, service groups) to reinforce the message that high school planning is important, and making financial arrangements for annually producing and distributing enough brochures for 9th-grade students. The 1987-88 school year was the first year of this statewide campaign. Activities included publishing a second edition of the brochure, identifying campuses willing to work with targeted students and to support the campaign financially, and drawing on the resources of the Indiana College Placement and Assessment Center.

The center serves as a major resource for SCIPPE's long-range plan to improve college participation and success. Funded by the General Assembly, it communicates directly with 9th-grade students and their parents about many of the topics addressed in the brochure. It intends eventually to discuss with parents what proficiency test scores might mean in terms of their children's preparedness for college and work. In 1987-88, the center moved beyond a first-year effort involving nearly 5,000 students and their families to attempt to reach every 9th grader in the state. In 1988-89, the center served nearly 70,000 9th-grade students while continuing service and research with the initial pilot group, then in the 11th grade.

CONTACT:

Louis T. Levy
Director of Admissions
Tri-State University
Angola, IN 46703
(800) 347-4878

UNIVERSITY OF HAWAII AT MANOA

Hawaii School/University Partnership (HSUP)

Reference Number: 20320

The Hawaii School/University Partnership (HSUP) joined 13 other states in the National Network for Educational Renewal (NNER), under the leadership of Dr. John Goodlad, in October 1986. The agenda for NNER is "the simultaneous renewal of schools and the education of educators."

A five-year commitment was made by the University of Hawaii at Manoa (UHM), the Hawaii State Department of Education, and the Kamehameha Schools/Bishop Estate to work collaboratively as equal partners in a school renewal effort. Several features contribute to the uniqueness of the partnership; it is a statewide school system, it has a strong presence of private schools, it is geographically isolated, and it serves a multicultural population.

The mission statement for this partnership is "to solve collaboratively the major problems related to the education of school-aged youth in Hawaii." The agenda of the partnership is to address the real and vexing problems that have persisted year after year in the public schools, engage in a process of critical inquiry, and act as a unified body based on mutual benefit and mutual governance. Special attention is given to the educationally disadvantaged, who may include at-risk students, minority students, or both.

Task forces have been established to focus on such areas as school success in preventing at-risk students from dropping out and mainstreaming for students in K-12. Two school districts have been selected to test-pilot several strategies. One problem area identified by the schools and the university relates to the difficulties students have in making the transition from elementary to intermediate school and from intermediate to high school. Therefore, a high school and an intermediate school are test-piloting a transition program using a "school-within-a-school" concept, in which approximately 150 students selected randomly at each site are assigned to a core of teachers. Several success strategies, supported by research, will be incorporated into the program (i.e., heterogeneous grouping, cooperative learning, etc.). An at-risk prevention model has also been test-piloted at an elementary school as part of its guidance program. Curriculum development for this program incorporates the 4-MAT Learning Styles.

Other task forces are addressing issues related to preservice and inservice education for both teachers and principals. Highlights of their recommendations include (1) collaboration of personnel from all member institutions; (2) recruitment and retention of quality candidates, including representatives from minority groups; (3) use of mentor teachers and principals; (4) reassessment of current course offerings; and (5) establishment of paid internships.

Coordination and leadership for HSUP is provided by the executive director and a five-member executive board. Budgetary costs are shared equally among all partners. A broader network of partners has been established that includes members from the business community, teachers' and principals' unions, parent/student associations, and other community institutes and agencies.

CONTACT:

Juvenna M. Chang
Executive Director
University of Hawaii at Manoa
1776 University Avenue, #124
Honolulu, HI 96822
(808) 948-7709

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KENT STATE UNIVERSITY-ASHTABULA CAMPUS

Partnerships Program
Reference Number: 20057

Recognizing as vital the need to have an educated and trained work force for the Information Age, the Ashtabula campus of Kent State University initiated the Partnerships Program in 1987. This program was designed to encourage and facilitate high school students' access to higher education and to promote the importance of postsecondary education and lifelong learning.

Increased interaction among area school districts and the university is an integral part of this program. Articulation agreements are established, and alliances with the university and the area school systems are strengthened through this program so a smoother transition between the levels of education can be accomplished. Cooperative programs of study are offered, and sometimes the students receive both high school and university credit for coursework successfully completed through the Partnerships Program. The program coordinator regularly monitors the academic progress of students who are registered for university classes and provides intervention (remediation, time management, study skills assistance, etc.) if necessary.

High school students are invited to Kent-Ashtabula's campus for programs that provide insight into career choices and preparation for the future job market: technical training, a university degree, or training from a proprietary school. The purpose of this activity is to give students the opportunity to visit a college campus; discuss academic and career plans; and receive a brief orientation on career choice, postsecondary institution choice, admission procedures, and financial aid. Students also are able to talk with faculty members in the students' chosen areas of interest.

A portion of this project involves a program of awareness designed for the elementary and junior high students to apprise them, their teachers, and their parents of the importance of career goals, lifelong learning, and the need for career training beyond high school.

To date, the success of this program is encouraging. The number of area high school students choosing to pursue postsecondary education or training is increasing, growing by 13 percent in a two-year period. This gain is a positive sign for this geographic area of relatively high unemployment. The impact of this venture also is significant considering that in Ashtabula County only 48.5 percent of the residents 18 years old and older have a high school diploma (1980 Census). So far, of the Partnerships Program participants taking university coursework, 52 percent are first-generation college

students.

CONTACT:

Roxana Christopher
Coordinator, Partnerships Program and
Developmental Education
Kent State University-Ashtabula Campus
3225 West 13th Street
Ashtabula, OH 44004
(216) 964-3322

UNIVERSITY OF VERMONT

Cooperative Planning Model in Vermont
Reference Number: 20865

The purpose of the Cooperative Planning Model in Vermont is to develop, implement, and evaluate a model for state-level and local-level inter-agency collaboration between the Department of Employment and Training and the Divisions of Special Education, Vocational Education, Mental Retardation, and Vocational Rehabilitation.

The program's goal is to enhance the transitional services available to Vermont youth labeled "mentally retarded." This goal will be achieved through a variety of planning, implementation, and evaluation activities designed to increase the number of such youth who are placed in competitive or supported employment or in postsecondary vocational training prior to or immediately following graduation from high school.

The project includes the following major components:

- (1) a statewide planning component (Year 1) involving the development of a statewide inter-agency agreement; the development of a state-level policy on transition planning; the development of monitoring instruments for following up on students after graduation; and the development of processes and models that local districts can follow to develop local-level inter-agency agreements;
- (2) an implementation component (Year 2) involving the selection of four model demonstration sites; the establishment of local-level advisory boards; the development of local-level inter-agency agreements, monitoring instruments, and transition planning processes and instrumentation; and the implementation of the transition planning and outcome monitoring processes;
- (3) a replication component (Year 3) involving the selection of four additional model demonstration sites in which the processes in the implementation component are replicated and refined;
- (4) an evaluation and dissemination component (Years

1, 2, and 3) in which each of the components is evaluated and disseminated to state, regional, and national audiences.

CONTACT:

Susan B. Hasazi
 Professor, Special Education Department
 University of Vermont
 405A Waterman Building
 Burlington, VT 05405
 (802) 656-2936

has enabled the college and its high school partners to design and implement new programs that are more responsive to student and staff needs.

CONTACT:

Robert Garber
 Assistant Dean, Student Development
 Los Angeles Pierce College
 6201 Winnetka Avenue
 Woodland Hills, CA 91371
 (818) 719-6406

LOS ANGELES PIERCE COLLEGE
PAC Articulation Council
Reference Number: 20430

In 1985, in response to a perceived need to improve relationships with local high schools, Pierce College formed the PAC Articulation Council with the two high schools in the Las Virgenes Unified School District.

Since that time, representatives from Pierce College, Agoura High School, Calabasas High School, and the Las Virgenes District Office have met monthly. Representatives included the president, administrators and faculty from the college and the assistant superintendent, principals, and faculty from the high schools. These meetings have focused on developing resources for students and staff, articulating courses and programs, and learning about needs and operations of each educational system.

Articulation activities include

- (1) the development of an adult education program at Agoura High School;
- (2) an articulation agreement for course equivalency;
- (3) reviews of course content in English and math;
- (4) design of a 2+2 program in automotive service technology;
- (5) implementation of a professional growth program for teachers;
- (6) Project Socrates, a program to promote careers in teaching;
- (7) a 2+2+2 honors program for advanced college credit.

In addition to the direct programmatic benefits, the council has enabled the college to expand its services to other high schools outside the Las Virgenes District. Pierce is now engaged in similar activities with schools in the Los Angeles Unified School District. Without the experience derived from working with the articulation council, Pierce would not have been able to know how to approach issues in the much larger Los Angeles district.

Overall, these council discussions have created an atmosphere of mutual understanding and support that

ALLAN HANCOCK COLLEGE
Central Coast Articulation Group (CCAG)
Reference Number: 20444

In spring 1986, Allan Hancock College and three area high school districts in Santa Barbara County, California, formed the Central Coast Articulation Group (CCAG). Representatives from each district joined with representatives from the county office of education, the Regional Occupational Program, and Allan Hancock College to address issues of concern to local educators. Two other school districts and a four-year school, California Polytechnic University, have since joined the group. This group has met monthly since then for the purpose of planning, monitoring, and directing articulation and other collaborative activities between the institutions.

The first priority identified by group members was the need to coordinate instruction between the high schools and the community college in order to provide a smooth transition for transferring students. Common offerings were identified and a series of faculty meetings in various disciplines took place. Up to this time, more than 30 meetings involving high school and college faculty and counselors from eight schools in a number of different disciplines have occurred. In vocational areas, these meetings have resulted in articulation agreements guaranteeing advanced placement and credit to students who pursue the articulated program at Allan Hancock College.

Other important projects of the CCAG include the following:

- (1) A Fine Arts Day, where students from all area high schools meet at Allan Hancock College. This day is a series of workshops with a hands-on emphasis and opportunities to meet with college faculty and discuss art programs.
- (2) Early registration for high school seniors interested in attending Allan Hancock College. Students spend a day at the college and complete necessary assessment, orientation, advising, and registration procedures. Student guides provide brief tours of the

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campus and answer questions from the student point of view.

- (3) A variety of intervention programs with high-risk students, conducted by the California Polytechnic University and Allan Hancock College in an effort to reduce junior high and high school dropout rates. Faculty and student mentors visit the schools and selected groups of students come to the campus to continue the mentoring process.

A number of joint activities and priorities are planned each year, and Allan Hancock College now offers some college classes at the high school locations.

CONTACT:

Dr. Marylin Orton
Associate Dean
Allan Hancock College
800 South College Drive
Santa Maria, CA 93454
(805) 922-6966, ext. 276

SANTA BARBARA CITY COLLEGE

Santa Barbara Articulation Council

Reference Number: 20454

To increase career and educational opportunities for high school students, the Santa Barbara Articulation Council was established jointly by the Santa Barbara High School District and Santa Barbara City College (SBCC) in 1986 and now includes Carpinteria Unified School District and Santa Barbara County Schools. With the support and direction of the superintendents and presidents, representatives from the districts work together to propose and oversee joint programs that enable students to move from high school to college without loss of time or resources. The council implements and supports programs that focus on curriculum and programs, providing direct services to students and to educators.

Faculty have developed articulation agreements in drafting, graphics, automotive technology, landscape horticulture, nursing, and electronics. Under these agreements, students successfully completing appropriate high school or regional occupational program (ROP) courses receive credit for the SBCC articulated course and advanced standing in the SBCC program. The agreement in nursing extends to a 2+2+2 program in which the high school/ROP and SBCC courses lead to entrance to the baccalaureate program at California State University-Dominguez Hills. Faculty meet to discuss curriculum and teaching methods, to tour facilities, and to attend workshops. Counselors meet twice a year to update, inform, and continue communication between high school and college staffs.

Direct services to students include special senior activities, college courses taught on high school sites, and special target group activities. To ease the transition to SBCC, on-site testing for seniors is provided as well as a released day for them to attend orientation/advising, visit college classes, and participate in priority registration. Advanced student programs provide concurrent enrollment of approximately 300 high school students in SBCC courses each semester. English and math courses are taught at high school sites.

Higher education options and opportunities are presented to underrepresented minority students in junior high, with follow-up interest surveys and college tours. Elementary, junior, and senior high classes of English as a Second Language hear about the value of higher education and specific college programs from SBCC bilingual representatives. The students also visit SBCC and meet Hispanic faculty, staff, and administrators. For underrepresented students and their parents, a presentation on California higher education is followed by a college fair with more than 75 representatives from four-year institutions. A bilingual booklet summarizes educational options for high school dropouts. Providing information on all of these services, a bilingual newsletter is distributed to parents of high school students, faculty, and staff.

In 1987, the council was selected as a model program by the California Community College chancellor's office. An evaluation survey indicated the council's success in meeting its objectives.

CONTACT:

John Romo
Vice President, Instruction
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581

PORLAND COMMUNITY COLLEGE

Portland Area Vocational Technical Education Consortium (PAVTEC)

Reference Number: 20027

The Portland Area Vocational Technical Education Consortium (PAVTEC) was formed early in 1986 and is located on the campus of Portland Community College. PAVTEC is comprised of career and vocational technical education representatives from Portland Community College and 27 public high schools from the 13 districts located within the college district, Region IX. The Oregon State Department of Education's Division of Vocational Education, the private Industry Council, regional

coordinators of career and vocational education, the Oregon Bureau of Labor and Industries, Northwest Regional Laboratories, IBM, Associated General Contractors, and the state Advisory Council for Career Vocational Education are also active participants in PAVTEC. In addition, the Oregon Alliance for Program Improvement serves as a consultant to the consortium.

PAVTEC's mission is to strengthen the working partnership between high schools and the community college to provide the highest quality articulation vocational-technical courses and programs possible to the citizens of the Portland area. The consortium focuses on the question of how to coordinate secondary and community college curricula and how to train in response to demands for occupational education that meets employment needs, while also facing problems with budgets, enrollments, and educational opportunities. These demands have increased the efforts of PAVTEC to strengthen the vocational curricula between the high school and the community college.

PAVTEC activities are designed to increase faculty and administrators' awareness of the need for articulation between the high school and the community college. Planning workshops provided by PAVTEC include presentations of working models and the development of district-wide goals for cooperative ventures. Activities have also included participation in the American Association of Community and Junior Colleges' national conferences; workshops for faculty providing information on modification of curriculum and instructional strategies for disadvantaged and handicapped youth; inservice classes for vocational faculty; publication of a newsletter and the *2+2 Tech Prep Guide*; and other proposals, projects, and agreements.

Most of the participating school district boards of education and the Portland Community College board of directors passed a resolution endorsing PAVTEC, which indicates their commitment to support cooperative efforts between the school district and the community college in assisting youth, including those who are disadvantaged and handicapped, to become employable. Also included in this resolution are provisions to support access to vocational programs, articulation of vocational programs including the 2+2 tech-prep/associate degree concept; and to provide for regional planning for vocational-technical education between high school districts and the community college.

Students continue to benefit. Their teachers have received inservice training to upgrade their skills. Counselors can help students plan their courses with the 2+2 tech-prep handbook leading to community college training. Principals have helped direct the 2+2 connection, and more programs are connected with the community college. High school students earned 783

college credits in 1987-88—an increase of 149 percent over the previous year. Students should benefit even more significantly in the future. Since spring of 1986, projects have resulted in more than 60 agreements in specific subject areas among and between the 13 districts and the community college.

In Oregon, a portion of Carl Perkins Act funds has been directed toward regional cooperative articulation activities as described here. The positive relationship of high school and community college faculty and administrators has been considerably enhanced through participation in PAVTEC. The strong possibility for passage of pending state legislation that will set policy and provide state funding for connected secondary and community college programs promises to bring the state of Oregon into full partnership with local schools, colleges, and the federal government in 2+2 program development. An infusion of state funds can provide the resources required to implement those programs most crucial to Oregon's economic recovery and needed by young people and adults. Connecting programs not only between secondary and postsecondary schools but with business and industry in a true 2+2 partnership will assure the most effective programs possible.

Models and structure for more extensive articulation are in place because of past efforts. Opportunities for students, better communication, sharing of resources, cooperation, and strong awareness of programs exist because of the funding available to regional cooperative planning and the consortium's effort.

CONTACT:

Dr. Donald M. Johnson
Associate Vice President, Vocational/Technical Education
Portland Community College
P.O. Box 19000
Portland, OR 97219
(503) 244-6111, ext. 2573

ASHEVILLE-BUNCOMBE TECHNICAL COMMUNITY COLLEGE

Regional Articulation in Vocational Education (RAVE)

Reference Number: 20497

The Regional Articulation in Vocational Education (RAVE) project brings together six public school systems and two community colleges in western North Carolina. These are Asheville City Schools, Buncombe County Schools, Henderson County Schools, Hendersonville City Schools, Madison County Schools, Transylvania County Schools, Asheville-Buncombe Technical Commu-

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nity College, and Blue Ridge Community College. These schools are joined by the Land-of-Sky Regional Council in sponsoring this project.

The result of three years of planning, the project's primary goal is to arrange and coordinate vocational-technical curricula in the high schools and community colleges in such a way that students can move smoothly from one level to the next without encountering undue duplication or gaps in course content. Other objectives include saving students time and money, as well as more effectively preparing employees for the region's businesses and industries.

Planning involved projecting future employment needs by extensively surveying the region's businesses and statewide forecasts and studying the vocational-technical curricular offerings of both secondary and postsecondary schools.

RAVE is organized around a series of committees: the executive committee, which makes policy, comprised of superintendents, college presidents, private-sector representatives, the Regional Council director, and representatives from each state educational system; the implementation committee, which designs specific plans for implementation, comprised of vocational directors and college deans; and curriculum committees comprised of teachers in each subject area from the high schools and community colleges, which use input from regional employers in the field to identify competencies and design learning activities and experiences to prepare students for effective employment. Course content was revised at both levels as needed. Criteria were developed that allow students to receive advanced placement credit at the community colleges for competencies satisfied at the high school level. The determination of such credit will be made before the student leaves the high school.

A computer tracking system has been developed to quantitatively evaluate the project. Students can be tracked from the high schools through the community colleges and to employment. The project is evaluated qualitatively by all participants. A major benefit already is the line of communications opened between high schools and community colleges.

Funding for the early planning and implementation was supplied by the North Carolina Department of Public Instruction, North Carolina Department of Community Colleges, Tennessee Valley Authority, Appalachian Regional Commission, Z. Smith Reynolds Foundation, McClure Foundation, and Ecusta Corporation. In fall 1989, funding was taken over by the two state departments. Future funding will be the responsibility of the educational agencies directly involved.

CONTACT:

Pat Phillips
Director, RAVE

Asheville-Buncombe Technical Community College
340 Victoria Road
Asheville, NC 28801
(704) 254-1921, ext. 364

TRUCKEE MEADOWS COMMUNITY COLLEGE

Joint Occupational Council
Reference Number: 21255

The Truckee Meadows Community College/Washoe County School District Joint Occupational Council came into being in 1986 as a result of both agencies receiving funding from Carl Perkins Act funds through the state of Nevada. Nevada's state plan calls for school districts and community colleges that have similar occupational programs to have a joint advisory technical skills committee for each of those programs. Then, an overall joint college/district advisory council oversees the individual technical skills committees and makes recommendations to the college and the district.

The council

- (1) receives information from the joint technical advisory committees, Employment Security, and other entities regarding vocational-occupational education needs and opportunities;
- (2) comments on the scope of vocational offerings and direction the college and district should take in planning for program improvement;
- (3) reviews and comments on district and college applications for federal and state grants;
- (4) assists in the promotion of vocational-occupational education;
- (5) submits an annual report to the Superintendent of the District and the President of the College. The report shall contain advice and recommendations for the improvement of vocational-occupational education.

The Truckee Meadows Community College/Washoe County School District Joint Occupational Council serves one community college (enrollment approximately 9,000 students) and six high schools in one school district (high school enrollment approximately 8,900 students).

The council's activities are coordinated through a representative of the district and a representative of the college, who jointly share the responsibilities of keeping the council informed about the occupational programs. Clerical support for projects is shared by the agencies.

Among the benefits the school district and the college have received from the council are the following:

- (1) recommendations on programs and the directions

- programs should take;
- (2) support of occupational programs for state funding,
 - (3) assistance with the establishment of a dual-credit program in order for high school students to receive high school credit toward graduation and community college credit also;
 - (4) support of high school partnerships with business and industry;
 - (5) assistance with the promotion of cooperative education;
 - (6) review of short-range and long-range goals.

The impact of the council is difficult to measure. Administrators of both the district and the college listen to the recommendations of the council; legislators respond to concerns these members express. The school district and the community college rely on the council to provide them with the views of labor and management in business and industry, in the government, and in public and private organizations. The council serves as an important link in the educational process to help instruction reflect the needs of the community.

CONTACT:

Dr. Elsie Doser
Associate Dean, Occupations
 Truckee Meadows Community College
 Reno, NV 89512
 (702) 673-7134

services managers in each district. The council elected three cochairs, one from each district, to serve as a steering committee between the council meetings held in October, January, and April.

The council established six objectives for the first year of its operation, and it created specific subcommittees to address these objectives. The subcommittees were (1) College Freshman Composition, (2) At-Risk Students, (3) Early Start for Eighth and Ninth Graders, (4) Faculty-to-Faculty Departments, (5) College Courses on High School Campuses, and (6) Counseling Interface.

The work of the subcommittees complemented several ongoing projects among the districts that were already in place, including a number of programmatic 2+2 arrangements in technical and business areas. After the inception of the council, 2+2 arrangements were extended to additional disciplines including art, early childhood education, mathematics, and science.

Important unanticipated spinoffs have resulted from the council. One in particular is a concept to promote staff diversity through a "grow-your-own" project, i.e., middle school and high school students with a potential and interest in teaching will be identified and monitored through community college and state university.

As the council entered its second year, its successes led to a decision by the college to create a full-time articulation specialist to service the operation of the council and its subcommittees.

The early success of the council has already attracted neighboring districts. Center District joined in 1989-90, and discussions are occurring with neighboring Rancho Cordova District regarding its participation in the council.

CONTACT:

Stephen M. Epler
Vice President, Instruction
 American River College
 4700 College Oak Drive
 Sacramento, CA 95841
 (916) 484-8411

AMERICAN RIVER COLLEGE
Partnership: American River College Articulation
Council
Reference Number: 21173

In 1988, three institutions in the Sacramento, California, area—American River College, the Grant Joint Union High School District, and the San Juan Unified School District—created a formal articulation council. Though the council was initiated by the three CEOs, membership was broadened to include key instructional and student-

Part Four**PROGRAMS TO MOBILIZE, DIRECT, AND PROMOTE
SHARING OF EDUCATIONAL RESOURCES*****Introduction***

Part Four contains a rich but diverse collection of school-college partnerships. Section One, "Coordinating Councils and Consortia for School Improvement," presents many models for multi-institution cooperation. The Tennessee Board of Regents' Tennessee Collaborative for Educational Excellence, for instance, brings together policy makers and practitioners from schools and colleges throughout the state interested in improving student preparation for college; this effort is coordinated by the state Board of Regents, the University of Tennessee, the state department and board of education, and The College Board. Similarly, the New York Alliance for the Public Schools brings together the resources of New York City-area universities, the board of education, and representatives of teachers' and principals' associations to design and implement solutions to the problems facing New York City's public schools.

A second model of multi-institutional collaboration involves a single higher education institution working with a consortium of participating school districts on major problems or issues. Stanford's School Cooperative provides such a forum, focusing on the improvement of "curriculum and instruction through research and professional development for school practitioners and Stanford faculty." Likewise, Berkeley's School-University Partnership for Educational Renewal (SUPER) is concerned with school effectiveness, strengthening educational research, and improving the professional education of teachers and administrators.

Many consortia are concerned with the overarching topic of school reform, i.e., fundamentally restructuring a school's organization, decision-making processes, and curriculum, with building faculty and administrators in the driver's seat. The University of Akron's High Schools for the Future and the University of Arkansas at Fayetteville's Arkansas Educational Renewal Consortium have such goals as part of their ambitious initiatives. Much of this work is influenced by the ideas and activities of John Goodlad's National Educational Renewal Network.

Section Two, "Adopt-A-School," describes programs modeled on a popular and widely emulated program—a simple but effective type of school-college partnership that pairs a college with a local elementary school, junior high school, or high school. The college usually donates the time and expertise of its faculty for "guest" appearances, provides student tutors and volunteers, and opens campus events and activities to the school's students and teachers. Sometimes a local business or civic organization is also involved in the program, lending its members' expertise and resources. Among the ways participating colleges almost always benefit is the extraordinary community goodwill such a program sparks.

Section Three, "Tutoring and Volunteer Programs," contains examples of partnerships aimed at providing academic tutoring and other volunteer services, often performed by college undergraduates but sometimes employing peer tutors. This group of partnerships illustrates very clearly the mutual rewards of collaboration; those who are tutored obviously benefit from the individual attention, while the tutors themselves gain work experience and the satisfaction that comes from helping others.

Section Four, "Magnet Schools," profiles partnerships focused around schools with special missions. While the concept of magnet schools is familiar to most, these programs are distinctive due to the close relationship they build between a school and a cooperating college or university.

Section Five, "Resource-Sharing Agreements," describes programs under a broad rubric. These arrangements are directed toward effectively sharing resources between and among schools and postsecondary institutions. Cornell University's Committee on Education and the Community, for example, enriches the local education community in many ways, by contributing faculty and staff expertise, by providing scholarships for inservice teachers, and by donating surplus equipment for research and instruction to schools.

SECTION ONE:

Coordinating Councils and Consortia for School Improvement

PATHS/PRISM, The Philadelphia Partnership for Education Consortium

Philadelphia Renaissance in Science and Mathematics

Reference Number: 20383

PATHS/PRISM, The Philadelphia Partnership for Education Consortium, has been working to strengthen arts and science education in the school district of Philadelphia since 1983. Founded in response to Superintendent Constance E. Clayton's desire for a city-wide consortium of businesses, universities, and foundations, PATHS/PRISM has offered a broad variety of teacher-centered programs in the arts and sciences. PATHS, the Philadelphia Alliance for Teaching Humanities in the Schools, and PRISM, the Philadelphia Renaissance in Science and Mathematics, began in 1983 and 1985 respectively, merging to form a single program in 1987.

Major programs conducted by PATHS/PRISM include a Writing Across the Curriculum project, which currently involves teams of teachers in 240 of the school district's 270 schools, and a Science Kits for Elementary Schools project, which, through the work of The Franklin Institute Science Museum, has developed hands-on materials for science instruction for every elementary classroom throughout the city. In addition, each summer, as many as 20 different intensive, four- to six-week summer institutes on American and world history, interdisciplinary arts, foreign languages, secondary physical science, and literature have been offered for hundreds of teachers. Teachers may also apply for individual mini-grants or school-based collaborative grants to conduct projects of their own design, and symposia and colloquia are a regular feature of the school year.

Over the past six years, each of the 270 schools has been involved in one or more of these many projects. Eight thousand of the 12,000 teachers have taken an active part in study, collaborative work, and curriculum development, and all of the city's 200,000 students have been affected.

Thirty-five colleges and universities in the Philadelphia area participate in the partnership, providing graduate credits for institutes; laboratory, library, and classroom facilities; cost-free course auditing; and consulting services. The city's 14 major corporations have provided annual funding support, industrial internships,

and technology instruction for teachers and facilities for symposia and events. Other support has come primarily from the Pew Memorial Trust, the school district of Philadelphia, the Rockefeller Foundation, Bell of Pennsylvania, ARCO Chemical Company, the National Science Foundation, the National Endowment for the Humanities, and a host of others.

PATHS/PRISM's goals are to assist in increasing the high school graduation rate, with a larger percentage of graduates competent in writing, mathematics, science, history, and the arts and able to enter productive jobs and handle college-level work without remediation. Some indicators are beginning to show local community college and university reductions in remedial writing. A major new program will put renewed emphasis on increasing minority participation in science and mathematics education and careers throughout the region. Evaluations of each project indicate increases in teacher involvement with curriculum development and decision making for improved arts and sciences education. Case studies of classrooms and portfolios of student work, as well as teacher workshops on student assessment, are being studied. Budgeted at \$4.3 million for fiscal 1990, PATHS/PRISM is the largest public/private partnership in the country dedicated to the arts and sciences in the schools.

CONTACT:

Dr. Frederick M. Stein

Director, PRISM

1930 Chestnut Street, Suite 1900

Philadelphia, PA 19103

(215) 665-1400

UNIVERSITY OF CALIFORNIA, BERKELEY

School-University Partnership for Educational

Renewal (SUPER)

Reference Number: 21252

The School-University Partnership for Educational Renewal (SUPER) is a working partnership between the Graduate School of Education at the University of California (UC), Berkeley, and K-12 clusters of schools. SUPER is designed to strengthen educational research, improve the professional education of teachers and administrators, and increase school effectiveness. Its central purpose is to develop models for implementing

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institutional change that encourage lasting improvements in educational practice at the school site and within schools of education.

SUPER works toward educational reform in five general areas: preservice and inservice professional education, practice-sensitive research, school-site planning, policy analysis and professional discourse, and dissemination of lessons learned through the project. To develop new methods of preservice professional education, SUPER offers workshop series for teachers and administrators, coordinates SUPER Saturdays, assists in placing student teachers in SUPER schools, and supports design teams focusing on special topics in curriculum and instruction. To develop a community of practice-sensitive researchers who work collaboratively with research-sensitive practitioners, SUPER surveys participants to identify areas in which research can contribute directly to practice, provides direct support for several research projects, sponsors a monthly research colloquium, and disseminates research findings. To improve school-site planning, SUPER appoints school-site liaisons, supports school-site planning teams, holds monthly cluster meetings for liaisons and partnership fellows, conducts an annual two-day planning institute, and conducts an annual review process to develop goals and strategies by which these goals can be achieved.

To support policy analysis and professional discourse, SUPER publishes *SUPER News* (a monthly project newsletter), *SUPER Notes*, and occasional papers and conducts a monthly school-university seminar on school change. Participants in SUPER also encourage professional discourse through publications. For example, Prof. Bernard R. Gifford, principal investigator of the SUPER project, edited two issues of *Education and Urban Society* featuring articles on the broader topic of collaboration and focusing on specific lessons learned through SUPER. A number of others have shared their knowledge and experiences through articles published in journals and through presentations given at conferences.

To disseminate the lessons learned through SUPER, SUPER collects information about the project and its impact on participating institutions and organizes the information so that it can be used by others to strengthen their own working school-university partnerships.

New activities are developed in response to what is learned from those activities currently under way. SUPER initiates and supports projects within a continuing cycle of research, design, and implementation and will continue to seek ways to institutionalize this process within the UC, Berkeley, Graduate School of Education and participating schools.

CONTACT:

Dr. N. H. Gabelko

Director, Graduate School of Education

University of California, Berkeley
Berkeley, CA 94702
(415) 642-4027

UNIVERSITY OF AKRON

High Schools for the Future

Reference Number: 20437

The High Schools for the Future project was developed at the University of Akron in response to issues raised by several recent major research reports on American secondary education. Operating on the premise that the high school staff is in the best position to determine and implement secondary school reform, four Ohio universities and five high schools formed the Northeast Ohio Coalition for High Schools for the Future.

The purposes of the coalition are

- (1) to provide financial support for the planning staff of individual school reform projects;
- (2) to facilitate the process of planning for school reform proposals;
- (3) to assist in the research of school reform projects;
- (4) to evaluate project outcomes;
- (5) to provide the link between the project schools and other educational, corporate, government, and civic agencies;
- (6) to disseminate project outcomes to other education policy makers and practitioners.

With grants from federal and state agencies, the private sector, and local school districts, coalition members and selected teams began the planning stages for a five-year high school reform effort.

The major purpose of the project is the redesign of the organizational structure of the high school. Two goals direct this reorganization plan: (1) making teachers more active participants in the planning and decision-making processes and (2) using more efficiently the human and material resources available to improve student learning and quality of life.

In the initial phase of the project, leadership teams and resource persons were selected from the five area high schools. The leadership teams, along with members of the four universities, came together for a two-week workshop to address the common reform elements that have emerged from research on improving secondary schools. These reform elements include:

- (1) more effective use of existing instructional time;
- (2) optional use of extended school day and school year;
- (3) improved organizational structure, including a house or unit plan and differentiated staffing and/or career ladders;
- (4) revision of curriculum with emphasis on English

- language usage and a balanced common core of academic, career, and vocational courses;
- (5) preservice/inservice staff-development centers;
 - (6) comprehensive evaluation systems to assess curriculum, school climate, student progress, staff morale, and instructional effectiveness.

CONTACT:

Dr. Walter Yoder
 Professor and Director of Student Teaching
 The University of Akron
 College of Education
 228 Zook Hall
 Akron, OH 44325-4201
 (216) 375-7961

TENNESSEE BOARD OF REGENTS

Tennessee Collaborative for Educational Excellence
 Reference Number: 21266

The Tennessee Collaborative, which began in 1985, has always been linked closely to The College Board's Educational EQuality Project. In 1985, The College Board supported a series of model projects across the country seeking to implement the view of academic preparation described in *Academic Preparation for College*, the Green Book. When Tennessee inquired about participating in the models project, it soon became clear that its proposed program exceeded the scope of the models project. The College Board recognized this and chose to fund the Tennessee Collaborative for Educational Excellence separate from the models project. The College Board has recognized the Tennessee Collaborative as a most comprehensive statewide strategy for addressing how high schools and colleges can pool resources and energy to improve student learning.

The collaborative is sponsored jointly by the Tennessee Board of Regents, the University of Tennessee, the state department of education, the state board of education, and The College Board. This collaborative grew from a relatively obvious assumption: Student learning can be improved if both the policy makers and the practitioners of all parties in higher education and secondary education interested in improving student academic preparation for college are brought together. That has remained the emphasis of the collaborative.

The collaborative is designed to bring K-12 and college teachers and administrators together to find ways to help more students reach their educational goals. For several years, there have been six task forces representing those academic disciplines thought to be most important in leading to adequate preparation for college: English, foreign language, science, mathematics, arts, and social

studies. There has also been a guidance counselors task force and a newly formed vocational education task force. Each task force is comprised of approximately 35 persons—20 from public school education and 15 from colleges and universities. The task forces have been very important contributors to the Tennessee Curriculum Frameworks and Guides and the new admissions requirements for public colleges in Tennessee. Additionally, they have annually made recommendations that address questions and concerns of academic policy and teaching strategy and instruction.

Other noteworthy accomplishments that have grown out of this effort include the Tennessee Collaborative Academy, a week-long summer academy for college and high school teachers to work together on common themes growing out of the Green Book and the Rainbow Series published by The College Board; approximately 30 local initiative projects each year involving activities and inservice projects in the various disciplines to strengthen curricula and improve teaching strategies; the creation of Middle College High School, a public school whose curriculum is heavily influenced by the Green Book to ensure that all its students (who have been selected because they are high dropout risks) will meet college admissions requirements; and major projects involving communication of expectations for high school students and requirements for college admission, as well as curriculum reviews in the colleges.

From these years of cooperation toward accomplishing common goals of increasing student preparation for academic success, the Tennessee Board of Regents now has a better understanding of how people can work together in order to translate its consensus into improved opportunities for students, and many more students are taking serious academic courses in high school. Also, the collaborative's high schools and colleges have looked more carefully at curriculum through the commitment to the Green Book and to academic preparation of students.

Major citations on the collaborative's success include "Collaboration Works Well for Tennessee" in *Academic Connections*, and "Tennessee Educators Hold Model EQ Collaborative" in *The College Board News*.

CONTACT:

Tennessee Board of Regents
 Dr. Bene Cox
 Assistant Vice Chancellor for Academic Affairs
 1415 Murfreesboro Road, Suite 350
 Nashville, TN 37217
 (615) 366-4400

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STANFORD UNIVERSITY

Stanford/Schools Collaborative (S/SC)

Reference Number: 20695

The Stanford/Schools Collaborative (S/SC) was established in the summer of 1986 with a grant from the William and Flora Hewlett Foundation. Following a successful pilot year, the collaborative sought funding to continue partnerships created in 1986-87. Grants from the William and Flora Hewlett Foundation, the David and Lucile Packard Foundation, and the Walter S. Johnson Foundation, in combination with support from Stanford University and participating school districts, enable the collaborative to support an array of partnerships between Stanford and local school districts.

The collaborative's mission is to improve curriculum and instruction through research and professional development for school practitioners and Stanford faculty. The three goals of the collaborative are to (1) expand and enhance the professional development of teachers and administrators in partner districts through research and support; (2) help improve the district's instruction and curricula through research and support; (3) strengthen the collaborative process between researchers and practitioners in order to shape faculty research agendas and professional training in both university academic departments and the Stanford University School of Education.

The collaborative has developed an array of partnerships to accommodate the diverse needs and interests of the schools and the university. Formal activities include a small grants program for collaborative research projects; the Alliance for School-Based Change, which helps school-site teams modify, restructure, or transform parts of their program to improve what they do for children; a Professional Development Center, which provides research and professional-development opportunities to Stanford faculty and practitioners in five neighboring districts; and three series of forums for mentor teachers, principals, and superintendents. In addition to these formal activities, collaborative administrators work informally with participants to match the needs and interests of individuals from the university and the school districts, as well as to promote improved understanding among the two. A steering committee of equal numbers of university and district representatives guides the overall activities of the collaborative.

Activities sponsored by the collaborative during 1988-89 attracted more than 700 participants. Fifty-three percent of the Stanford School of Education's faculty and staff participated in an S/SC activity or on one of

its planning committees during this time. Practitioners from more than 60 school districts in the San Francisco Bay area were involved in collaborative-sponsored activities, as well. Participant response to those activities sponsored by the collaborative is very supportive and praiseworthy.

The Stanford/Schools Collaborative focuses equally on the processes of building relationships across participating institutions and on the actual activities and products that come from these networks of educators. The collaborative, through its activities such as the school-based change project and teacher-initiated research efforts, brokers connections and assists in bringing the worlds of educational research and educational practice closer together.

CONTACT:

Beverly Carter

Director, Stanford/Schools Collaborative

Stanford University

School of Education

Stanford, CA 94305

(415) 723-1240

COLUMBIA UNIVERSITY, TEACHERS COLLEGE

New York Alliance for the Public Schools

Reference Number: 20254

The New York Alliance for the Public Schools is a unique collaboration between community leaders and professionals in the field of education in New York City. Founded in 1979 under the auspices of New York University, the alliance is dedicated to the principle that quality public schools are essential to the social fabric and economic health of New York City. Through an array of programs designed to enhance and support public education, the alliance brings together the leadership of the city's teachers' and principals' associations, the board of education, civic and corporate leaders, and a working consortium of the deans of education at Fordham University, New York University, St. John's University, Teachers College, and the City University of New York.

Broadly formulated, the aims of the alliance are to (1) increase the role of the universities in the enhancement of public education; (2) strengthen the commitment of the business and professional communities to the public schools; (3) close the gap between public perception and actual performance of the city schools.

During 10 years of operation, the alliance has successfully designed and implemented a spectrum of innovative programs that address many of the major

concerns faced by the public schools. For example

- (1) *Improving School Leadership.* The High School Principals Center, in continuous operation since 1982, provides a comprehensive program of professional development for all of New York City's high school principals and many assistant principals. The center is operated collaboratively by the five universities.
- (2) *Enhancing the Curriculum.* Through the Cadre of Advanced Mathematics Instructors (CAMI) and Oral Communication Skills Programs, teachers are provided with advanced university coursework and/or special training programs, enabling them to institute new course offerings at their schools.
- (3) *Recognizing Excellence in Education.* An annual awards program, begun in 1984, honors outstanding public school teachers.
- (4) *Increasing the Number of Minority Teachers.* The universities in the alliance consortium are paired with high schools in a program to introduce talented students to the range of careers in education.
- (5) *Revitalizing Public Support for the Schools.* Following a multifaceted, city-wide campaign to heighten awareness of the strengths and achievements of the city's schools (Go Public!), the alliance launched a program combining training in public relations with \$500 seed grants. Nearly 200 grants have been awarded to help schools launch their own community relations projects.
- (6) *Increasing Students' Career Awareness and Readiness.* The alliance operates MENTOR programs in 10 professional fields, including law, engineering, banking, advertising, and health care. More than 80 firms contribute staff time and resources to these programs, which serve more than 1,600 junior and senior high school students each year. Professionals from the firms work with a class of students at their partner school in a hands-on program that is integrated into the regular curriculum. MENTOR programs also include annual meetings for all participants, seminars to give teachers background information about the industry, and after-school clubs or internships as follow-up opportunities for students who have demonstrated special interest in the given fields.

CONTACT:

Barbara Probst
Executive Director
 New York Alliance for the Public Schools
 32 Washington Place
 New York, NY 10003
 (212) 998-6770

MUSKINGUM COLLEGE

Classroom of the Future

Reference Number: 20440

In 1986, Muskingum College was selected by the Ohio Department of Education as a partner in its Classroom of the Future project. Project goals are to

- (1) project the future of American society, with special emphasis on Ohio;
- (2) identify the role of elementary and secondary education in that future;
- (3) formulate appropriate curriculum, instruction, organization, and structure for such a role, with special emphasis on current and emerging technology that may be helpful in the teaching/learning process;
- (4) implement such curriculum, instruction, organization, and structure—together with applicable technology—in prototype schools (K-12 and vocational) to serve as demonstration and practice teaching sites for both preservice and inservice teachers.

Participating schools and teacher-preparation institutions were asked to make a five-year commitment to continue their active involvement in the project on the following time line:

Year I—Organization and Conceptualization.

Year II—Initial Implementation.

Year III—Continued Implementation and Operation.

Year IV—Operation, Evaluation, and Dissemination.

Year V—Operation, Evaluation, Dissemination, and Replication.

As society moves from an industrial base to an information base, students increasingly will need different skills, understanding, and attitudes to function effectively as citizens. Classroom of the Future schools and teacher-preparation institutions are expected to develop and implement an educational program in which a systems approach is applied to curriculum, instruction, organization and structure, and technology.

A systems approach to education and the use of technology holds promise for suggesting goals and objectives, as well as for delivery systems appropriate for education in an information-based society. In this approach, education is seen as a system rather than as a series of parts. The focus is on the perspective of a learner moving through an educational system that incorporates the use of educational technology for the design and implementation of curriculum and instruction.

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CONTACT:

Steve Kokovich
 Professor of Education
 Muskingum College
 New Concord, OH 43762
 (614) 826-8246

CONTACT:

Jay L. Robinson
 Director, CEIC, and Professor of English
 The University of Michigan
 2014 SEB
 Ann Arbor, MI 48109-1259
 (313) 747-1988

UNIVERSITY OF MICHIGAN-ANN ARBOR

Center for Educational Improvement Through
 Collaboration (CEIC)
 Reference Number: 20371

The Center for Educational Improvement Through Collaboration (CEIC) was formed in 1986 in response to a request from the University of Michigan's then-president, Harold Shapiro, for new initiatives to link faculty from the university with faculty and administrators from the state's public schools in collaborative programs designed to address pressing educational problems. The center has been jointly funded by the University of Michigan and the W.K. Kellogg Foundation.

The center serves as a clearinghouse for programs that are jointly designed by school faculty and administrators and university faculty. Continuing programs include: (1) a program to reform language arts instruction in the school district of the city of Saginaw; (2) programs in environmental education placed in the Detroit public schools and in the school district of the city of Saginaw; (3) a program of summer research internships for secondary school science teachers conducted by the CEIC and the University of Michigan's Medical School; (4) a series of seminars for public school superintendents associated with an ethnographic study of school superintendents in action; and (5) a program of summer writing workshops offered in rural areas and in the city of Detroit for junior and senior high school students, which resulted in several student-produced publications.

The CEIC was formed primarily to serve teachers and administrators and, through them, students, since educational change is made effective and permanent only when teachers find reason to change what they do in classrooms. The CEIC focuses upon under-served populations: those students who attend school in inner cities and in rural areas. The CEIC's projects are also long-term. Research, particularly practitioner research, is an essential element in every CEIC-sponsored project. The project's intent is to produce knowledge as it seeks to foster educational change in a way that will enable all participants—students, faculty, and administrators—to produce knowledge that is socially useful.

UNIVERSITY OF PITTSBURGH

Consortium of Professional Education
 Organizations of Western Pennsylvania
 Reference Number: 20614

The Consortium of Professional Education Organizations of Western Pennsylvania was founded in 1986 as a result of an interest by the University of Pittsburgh's School of Education and a number of professional education organizations in the Pittsburgh area to help facilitate communication and learning in western Pennsylvania.

By bringing together individuals within and across school districts, levels of educational institutions, and intermediate units, members can invest in themselves and in one another for intellectual and professional development. The consortium provides an opportunity for educators to remain current with the changes in their specialties, helps open avenues for professional development, facilitates contact with other professionals, and assists in maintaining high-quality standards.

Since its inception, the consortium has grown to some 60 members, including 40 professional associations and 20 service providers.

Each year, the consortium holds both spring and fall meetings, open to all members and interested parties outside the membership, organized around a timely issue of particular import to the western Pennsylvania educational community. Also, the consortium publishes a newsletter twice yearly in cooperation with the University of Pittsburgh's School of Education.

Through a grant from the Vira A. Heinz Foundation to the School of Education, University of Pittsburgh, the consortium is able to award mini-grants to professional education organizations to spark new initiatives, facilitate the intellectual and professional growth of consortium members, and improve the practice of education. Mini-grants are designed to help professional organizations develop and share resource material, promote the review and use of new technologies, facilitate the exchange of research and professional information, build a membership base, and enhance each organization's ability to leverage influence to achieve its goals. Organizations eligible are those affiliated with the Consortium of Professional Education Organizations of Western Pennsylvania.

CONTACT:

Thomas J. La Belle
 Dean, School of Education
 University of Pittsburgh
 5T01 Forbes Quadrangle
 Pittsburgh, PA 15260
 (412) 648-1769

CONTACT:

Nancy Murphy
 Assistant Professor of Education
 University of Alaska at Fairbanks
 Department of Education
 Fairbanks, AK 99775-0600
 (907) 474-6589

UNIVERSITY OF ALASKA AT FAIRBANKS

K-8 Alaska Science Consortium
 Reference Number: 20523

The K-8 Alaska Science Consortium is a collaborative of school districts addressing the improvement of K-8 science teaching under the direction of faculty from the University of Alaska at Fairbanks.

Alaska faces many unique challenges in education. The student population is diverse, and villages are widely separated by distances, complicating communication. Travel, resource access, and professional-development activities are expensive. Subsequently, the sense of isolation among teachers is high. The K-8 Alaska Science Consortium provides for an ongoing network of teachers helping teachers.

The experience begins with a four-week basic institute during which participants become proficient in applying science instructional strategies such as guided discovery, appropriate use of discrepant events and questioning strategies, open-ended explorations, and inquiry through a learning cycle model. These instructional strategies are mastered in the context of specific content areas in science under the guidance of scientists and science educators.

Following the basic institute, participants become involved in a network of science educators through activities such as newsletters, electronic mail, personal calls, regional coordination, follow-up meetings, instructional audio conferences, and advanced institutes. Active participants who demonstrate successful application of the strategies within their classrooms become inservice presenters within their districts and around the state.

The K-8 Alaska Science Consortium is guided by an advisory board comprised of teachers and administrators from member school districts, science education faculty and science faculty from the University of Alaska, and the science curriculum coordinator from the Alaska Department of Education.

An initial project, funded by the state department of education, led to larger support from the National Science Foundation to develop the consortium. Within three years, the project will become self-supporting through district membership fees.

EASTERN MICHIGAN UNIVERSITY

Collaborative School Improvement Program
 (C-SIP)

Reference Number: 20367

The Collaborative School Improvement Program (C-SIP) is a method of implementing a building-level school improvement process coordinated by Eastern Michigan University; the Monroe, Washtenaw, and Wayne County Intermediate School Districts; and Wayne State University. The process allows a school staff to identify strengths and weaknesses of its school program, and then to use that information as a basis for improving educational outcomes for students.

The C-SIP program is based on principles of equity and collaboration and a number of assumptions about the change process. Two of the most important assumptions are (1) that change is a process, not an event and (2) that the building is the largest single unit in which change can take place. The essence of the program is constructive change through shared decision making at the building level.

Program success can be attributed to a clearly defined six-step process focusing on teachers' abilities to solve critical professional problems in their building. The six-step process begins by establishing teachers' awareness, readiness, and commitment to the program. It then moves through an interactive needs assessment, the development and approval of a plan, implementation and tailoring, and monitoring and evaluation. The last step is a reassessment to determine a net improvement agenda.

Program leadership is provided by building leadership teams (BLTs) whose members include teachers, the building principal, and in some cases support staff and parents. A university or intermediate school district facilitator also is assigned to each project. These professionals engage in group problem-solving efforts and shared decision making to bring about change and improve student outcomes. Regular workshops are held for the BLTs and the administrators in project schools.

Project goals cover a wide range of school improvement activities, such as the use of teaching methods known to increase reading comprehension of high-risk

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students, school-wide efforts to improve students' writing ability, the development of an articulated K-12 mathematics curriculum, and the correction of school practices known to contribute to student failure.

Hundreds of teachers from at least 70 southeastern Michigan school districts have participated in well over 300 projects in the past 10 years. Approximately 30 university teacher-education program faculty and administrators and intermediate school district consultants have participated in C-SIP since 1978.

The building projects are funded through a number of sources. The universities receive funds allocated to them by the Michigan legislature, which enables them to support a minimal number of building-level programs for a maximum of three years. The local and intermediate school districts contribute staff time and effort to school improvement activities, and use funds allocated to them for staff development and other activities designed to meet the needs of students.

An annual evaluation of each building project is an integral part of the improvement plan. In general, projects specifically designed to improve student achievement in a particular academic area, such as reading or mathematics, improve student achievement measures in those specific areas. Some studies have indicated a more general increase in student achievement scores in schools with long-term commitments to self-renewal. In all cases, the projects yield improved working relationships among professionals and improved communication within the school building about the mission of the school.

The participating regional school district educational consultants and university teacher-education faculty and administration report that their experiences help them tie educational theory and instruction to day-to-day school experiences in a more realistic way.

CONTACT:

Mary Green
Associate Dean, College of Education
Eastern Michigan University
129 Boone Hall
Ypsilanti, MI 48197
(313) 487-3134

WESLEYAN UNIVERSITY
Project to Increase Mastery of Math and Science
(PIMMS)
Reference Number: 21159

As an investment in public education, Wesleyan University offers five programs:

(1) *The Project to Increase Mastery of Mathematics and Science (PIMMS)* was founded by a group of Connecticut educators and businesspeople to improve the

teaching of mathematics and science in the state's public schools. With an annual budget of more than \$1 million (provided by various businesses and industries in Connecticut and by local, state, and federal funds), PIMMS projects include new curricula for the schools, summer institutes at Wesleyan, "Multiply Your Options" conferences for girls, and academic-year counseling and workshops. More than 300 elementary and secondary teachers, having participated in summer institutes as PIMMS fellows, are serving as resource personnel across the state, offering workshops to almost 10,000 teachers in an average year.

- (2) *Community and University Services for Education (CAUSE)* was founded in 1968 to provide cooperative programs between Wesleyan and area schools. There have been 40 CAUSE programs, exemplified by the Middletown Enrichment Summer School (three years), mini-grants to area teachers for special school projects (ongoing), and the Wesleyan High School Seminar Series. The latter, now in its 17th year, provides 100 high school students in honors English from five area schools with an enriching, thematic semester of readings, lectures, and films team-taught by high school faculty and six Wesleyan professors.
- (3) *The Educational Studies Program* is designed to encourage undergraduates of outstanding ability to consider teaching as a career. The program qualifies 25-30 students annually for teaching certificates. Although many are not pursuing certification, more than 300 students take courses in the program.
- (4) The *Upward Bound* program, one of three in Connecticut and 400 in the United States, exists to motivate poor and minority students whose family income does not exceed 150 percent of the poverty level, and who represent the first generation of their family to potentially graduate from college. Wesleyan's Upward Bound program has been cited by the U.S. Department of Education as one of the most innovative and effective programs in the country, and in 1987 it was the recipient of a national award designating it as a model pre-college compensatory program.
- (5) Wesleyan provides facilities for the *Center for Creative Youth (CCY)*, which draws nearly 200 artistically talented high school students on campus for a month-long summer residency to study with professionals in Wesleyan's Center for the Arts.

CONTACT:

Robert A. Rosenbaum
Director, PIMMS
Wesleyan University
A110 Butterfield
Middletown, CT 06457
(203) 347-9411

UNIVERSITY OF MASSACHUSETTS AT AMHERST
Coalition for School Improvement
Reference Number: 21109

The Coalition for School Improvement is a partnership of 39 school districts from demographically diverse regions of western Massachusetts and the School of Education at the University of Massachusetts at Amherst. It was formed to identify successful school practices and to monitor their effectiveness in solving problems that hinder student learning. The Center for Curriculum Studies in the School of Education serves as the coordinating agency.

The guiding purposes behind the coalition are to

- (1) increase the effectiveness of public schools by raising the level of student learning;
- (2) increase the effectiveness of teacher preparation in the School of Education;
- (3) develop the conditions in school and non-school settings that foster increased learning, with particular attention to those students who do not have a history of academic success;
- (4) generate useful research findings, policies, and practices that assist schools to improve;
- (5) develop a model school-university partnership, adaptable to other settings, that will work to solve persistent problems in education.

The coalition partners work together in several interrelated ways to accomplish these goals:

- (1) Study teams, consisting of public school teachers, university faculty, and coalition staff, investigate educational problems of interest to participating schools.
- (2) As the coalition model is refined, activities are documented so that the partnership model can be used in other parts of the country.
- (3) Baseline data about student learning in participating schools are gathered so changes in student behavior can be traced while strategies for improvement are being implemented.
- (4) Teachers from different coalition schools correspond to share information, ideas, and resources. Inter-school sharing serves to develop a network of collaboration.

The coalition sponsors two staff-development seminars each year. Participants from member schools work closely with leading scholars in a morning session, and representatives from other schools and the university join the group for presentations in the afternoon. The seminars provide opportunities for the coalition and guests to discuss important topics of concern and to gain information and insight from national leaders.

CONTACT:
Dr. Robert L. Sinclair
Professor and Coalition Director
Center for Curriculum Studies
University of Massachusetts
School of Education
Amherst, MA 01003
(413) 545-3642

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Network for Excellence in Education
Reference Number: 21110

The University of California, Santa Cruz, has several academic collaborations with schools in the Monterey Bay area; some of these programs were initiated more than a decade ago. In 1988, the campus administration appointed a faculty advisory committee to foster the growth and guide the development of such academic collaborations, and appointed a coordinator of university-school relations to assist in this work.

The campus's current projects include local sites of several statewide programs: the California Writing Project, the California Mathematics Project, the Mathematics Diagnostic Testing Project, the California Academic Partnership Project, and the California New Teachers Project. These programs are directed by faculty members, funded by the state, and coordinated with the California State Department of Education's staff and curriculum activities.

The Life Lab Science Program, which develops a hands-on elementary science curriculum and trains teachers in its use, is conducted jointly by a private, nonprofit corporation and UC-Santa Cruz, with support from the National Science Foundation.

Campus faculty members conduct theoretical and applied research projects, several of which are oriented to the learning needs of minority students, and conduct applications of research on effective schooling, cooperative learning, higher-order thinking, mathematics and science education, instructional uses of technology, and other concepts.

Faculty members and campus offices also conduct numerous enrichment activities for pre-college students: laboratory visits, summer research apprenticeships, and a summer science academy for high school students. The number and variety of these activities change each year and are growing.

In 1988-89, the Committee on University-School Relations initiated discussions with local school administrators on the possibility of forming an inter-

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segmental consortium as a vehicle for fostering additional academic collaborations between the campus and local schools. Early discussions revealed a high level of interest in this concept, which would build upon and complement existing programs, and focus on projects in which UC-Santa Cruz could make unique contributions. Planning for this consortium has involved private community organizations as well as educational institutions, reflecting the local area's commitment to strengthening its educational resources for all children.

CONTACT:

Thomas Karwin
Coordinator, University-School Relations
University of California, Santa Cruz
109 Crown College
Santa Cruz, CA 95064
(408) 429-2208

UNIVERSITY OF MASSACHUSETTS AT BOSTON

City Lights
Reference Number: 20448

During the 1988-89 academic year, the University of Massachusetts' President's Office inaugurated City Lights, a multi-campus initiative that pairs the university with three urban high schools—Dorchester High, Worcester South Community High, and Holyoke High. By providing human and monetary resources to teachers and administrators, City Lights helps school-based personnel evaluate their needs and develop and implement plans to better meet contemporary needs of urban students, teachers, and the communities.

City Lights employs a teacher-centered process of change that is modeled along the lines of the Carnegie Forum's recommendations in *A Nation Prepared: Teachers for the 21st Century*. Three urban sites were selected to participate. Selections were based on the schools' needs, their existing relationships with the university, the interest of their teachers in working for better schools, and the support of their school-based and central administrators for such an effort.

Once the sites were selected, university liaisons recruited teachers to help coordinate activities and identify colleagues interested in working on site committees. Participants were invited to a November 1 kick-off conference in central Massachusetts that hosted 50 teachers and staff. This meeting gave people an opportunity to get away from school for a day, become involved in continuing dialogues with their school colleagues and discuss site needs, and exchange ideas with teachers from other urban sites.

Each school has a City Lights executive committee made up of teachers and administrators, with a teacher serving as chairperson. The executive committees have solicited information (needs assessments, attitude surveys, etc.) and recommendations for changes in programs and governance from their school communities.

Each executive committee has appointed three of its members to the City Lights steering committee, a committee that also includes representatives of each university unit and of the President's Office. The progress reports at each quarterly steering committee meeting provide incentives, ideas, and reinforcement for accomplishment for each school site.

The University of Massachusetts' President's Office acts as coordinator, sponsor, and clearinghouse. It schedules events and undertakes marketing and fund-raising activities, including communications with the schools, foundations, the business community, and local, state, and federal governments. As sites develop and implement plans, the office serves as interpreter and communicator of the substance of City Lights to both member schools and other interested communities.

By the end of the first year, one or more City Lights sites used, designed, and implemented new governance systems, private-sector partnerships, professional- and curriculum-development plans, student retention and career opportunities designs, and multicultural awareness activities. External funding proposals have been developed, and overstaffing was implemented to facilitate second-year participation.

CONTACT:

Richard J. Clark
Special Assistant to the President
University of Massachusetts
250 Stuart Street
Boston, MA 02116
(617) 482-8400

UNIVERSITY OF SOUTHERN CALIFORNIA

Education Consortium of Central Los Angeles (ECCLA)
Reference Number: 21253

The Education Consortium of Central Los Angeles (ECCLA) was founded in November of 1988 by the following member institutions: the Roman Catholic Archdiocese of Los Angeles; the California Afro-American Museum; the California Museum of Science and Industry; Hebrew Union College-Jewish Institute of Religion; the Los Angeles County Museum of Natural History; Los

Angeles Trade Technical College; Los Angeles Unified School District; Mount St. Mary's College; and the University of Southern California.

The mission of the ECCLA is to enhance the opportunities for quality education for all people who live and work in the greater University Park area of central Los Angeles. The ECCLA serves approximately 65,000 K-12 students enrolled in 48 schools—26 public elementary schools, 7 public junior high schools, 2 public senior high schools, 1 public magnet school, and 12 parochial elementary schools. The residents of ECCLA's service area are primarily economically deprived African American and Hispanic/Latino families.

The ECCLA aspires to design, facilitate, and implement activities, programs, and research projects that will improve the learning environment, both formal and informal, from early childhood through adult, higher, and continuing education.

Some of the efforts being designed or implemented are the Neighborhood Academic Initiative, which will provide full financial assistance to participating students from neighborhood schools; Computer Bulletin Board, a network linking ECCLA schools and member institutions; the *Directory of Community-Oriented Programs*, a publication that lists programs and services offered by ECCLA member institutions; Project Ahead, a program for parents that seeks to improve home learning environments and relations with schools; and *Go to College!* a 12-minute, color video for students in grades six-nine that deals with how to prepare for going to college.

CONTACT:

Dr. Samuel Mark
Director, Civic and Community Relations
University of Southern California
835 West 34th Street, South, #102
Los Angeles, CA 90089-0751
(213) 743-5480

**INDIANA UNIVERSITY OF
PENNSYLVANIA**
**IUP/ARIN/Public Schools Partnerships in
Education**
Reference Number: 21232

In response to President Reagan's proclamation of 1983 as the National Year of Partnerships in Education, the president of Indiana University of Pennsylvania, the dean of the College of Education, the executive director of the Armstrong and Indiana (ARIN) Intermediate Unit and the 11 superintendents of the school districts in Armstrong and Indiana Counties met to discuss ways

to develop links with higher education, basic education, and the community. They formed the Partnership Steering Committee, charged to identify ways to pool resources to improve the educational process.

The steering committee has initiated more than 40 projects involving Indiana University of Pennsylvania (IUP) departments, the Intermediate Unit, and the 11 school districts. The projects include these:

- (1) The ARIN-IUP Mentorship Project, in which IUP faculty in mathematics, biology, physics, chemistry, and computer programming act as mentors for high-ability students in the 10th, 11th, and 12th grades.
- (2) The China Outreach Project for Indiana Area Schools (COPIAS), which provides the opportunity for students to learn about Chinese culture and language.
- (3) The University School, which offers the opportunity to mainstream children enrolled in ARIN Intermediate Unit's Special Education Programs. Operated by IUP, the program's faculty consists of both public school-certified teachers and university professors and has access to IUP's School of Education and its Departments of Special Education and Speech and Language.
- (4) The IUP-Indiana County Schools English Co-Teaching Project, an inservice training program for English teachers, which provides opportunities for teachers to increase their knowledge of current teaching methodologies. Teachers work weekly with IUP faculty.
- (5) The Economic Education Foundation (EEF), a partnership among business, education, and community groups, which was formed in response to teachers' interest in the private enterprise market system in the high school curriculum. EEF sponsors workshops and seminars for area high school teachers and is funded by local businesses and industries.
- (6) Technology Enhanced Activities in Mathematics and Science (TEAMS), which provides inservice training to help teachers upgrade their teaching programs, illustrating changes in modern science, mathematics, and technology. This program has received past funding from the National Science Foundation and through a state education department block grant.
- (7) The Principals Assessment Center, a part of IUP's School of Education, which is designed to objectively evaluate potential principal candidates, aiding school districts in making hiring decisions. It is one of a network of 27 centers across the country developed through the efforts of the National Association of Secondary School Principals.

Partnerships in Education is supported by IUP, ARIN Intermediate Unit, school districts, and the business community. The largest source of financial support has been grants from state and federal governments.

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CONTACT:

Dr. John Butzow
 Dean, College of Education
 Indiana University of Pennsylvania
 104 Stouffer Hall
 Indiana, PA 15705
 (412) 357-2480

UNIVERSITY OF MARYLAND, COLLEGE PARK

School/University Cooperative Program
 Reference Number: 20709

In 1985, the Chancellor's Task Force on School/University Cooperation recommended that the University of Maryland, College Park (UMCP) establish a "permanent mechanism for enhancing communication among the schools, the university, and the Maryland State Department of Education." This was accomplished in 1987 with the appointment of the UMCP Commission on School/University Cooperation and the designation of an assistant vice president for academic affairs to oversee and implement campus-wide school/university cooperative efforts.

UMCP is the flagship institution among the 11 institutions that comprise the University of Maryland system. Through its School/University Cooperative Program, UMCP seeks to facilitate the university's statewide service commitment to the 24 school systems in Maryland's six regions. In addition to oversight from the assistant vice president for academic affairs, the staff of the program consists of a full-time coordinator, a half-time assistant, a half-time secretary, and student help.

Specific program objectives include (1) enhancing communication and dissemination of information between the institution and the schools; (2) facilitating the broad involvement of UMCP's academic units in cooperative initiatives with the schools; (3) providing ongoing support for campus-school collaborative activities that are working well; (4) continuing to work with the Maryland State Department of Education and the Maryland Higher Education Commission to develop statewide cooperative efforts with the public schools; (5) developing and disseminating information regarding promising new school/university cooperative efforts; and (6) seeking and disseminating information regarding funding sources for school/university cooperative efforts.

The cooperative program enhances the university's recruitment efforts and helps to ensure that future university students have the academic skills and knowledge to perform well. In addition, programs with the schools often stimulate important research projects

for both university faculty and students and provide experiential learning opportunities for students. Benefits to schools cooperating with the university include administrator, faculty, and curriculum-development opportunities, intervention programs for at-risk students, advanced courses for high school students, student mentoring and tutoring, and classroom assistance for school faculty.

In 1989, the first directory of cooperative programs and partnerships between the University of Maryland, College Park, and the state's public schools was published. It documents the more than 145 cooperative programs that exist throughout the university with the 24 school systems. Further, the university's enhancement plan specifies expanding partnerships with public schools as a priority, ensuring the university's continuing commitment to school/university cooperation.

CONTACT:

Muriel Sloan
 Assistant Vice President for Academic Affairs
 University of Maryland, College Park
 1120 Francis Scott Key
 College Park, MD 20742
 (301) 454-4284

UNIVERSITY OF CENTRAL ARKANSAS

Arkansas Education Renewal Consortium
 Reference Number: 21107

The Arkansas Education Renewal Consortium is part of the National Network for Educational Renewal, which came into existence as a result of efforts by John Goodlad to effect change in teacher education and public schools, as described in his book *A Place Called School*.

The consortium consists of three universities and 14 school districts that work together in a partnership arrangement to address major issues and problems in Arkansas education. A governing board for the consortium consists of nine superintendents and two college deans. The work of the partnership is accomplished through various task forces appointed by the governing board. Joint projects include inservice, preservice, curriculum instruction, and research activities.

Each participating school district is involved in a renewal process through which committees of staff members and patrons, on a school-by-school basis, identify and act on issues and problems they deem to be critical. Central to the renewal project is a system of planning that gives teachers a role in decision making, building a commitment to locally designated goals, and encouraging dialogue and collaborative solutions to the problems.

CONTACT:
Joe Hundley
Director
Center for Academic Excellence
University of Central Arkansas
Conway, AR 72032
(501) 450-3400

**UNIVERSITY OF ARKANSAS AT
FAYETTEVILLE**
Arkansas Education Renewal Consortium
Reference Number: 20373

The University of Arkansas was invited to join the Arkansas Education Renewal Consortium in 1986. The consortium is a group of 14 school districts and three universities in Arkansas who have joined together to bring about the following:

- (1) the improvement of schools through the use of a renewal process that places emphasis on inquiry, problem solving, organizational change, and enhanced roles for teachers;
- (2) collaboration within and among schools and universities to identify areas of mutual self-interest, to generate sound information and research findings to address those common interests, and to work as a consortium to help resolve the local and statewide educational problems so identified;
- (3) examination of the need for change in the preparation and inservice education of teachers and administrators and the development of jointly prepared designs for their improvement.

The consortium is part of the National Network for Educational Renewal founded by John Goodlad. Arkansas is one of 11 states to be represented in the network, which requires school-university partnership arrangements in each of the participating states. As part of the network, the consortium is involved in building a national agenda for the renewal of schools and the education of educators. The consortium receives consultative support from the National Network and participates in its national meetings.

Each member of the consortium is involved in its own locally designed renewal process, which is directed toward building the will and capacity of people to make the changes necessary for local educational improvement.

CONTACT:
Dr. Michael Wavering
Department Head, Teacher Education

University of Arkansas
GRAD 324
Fayetteville, AR 72701
(501) 575-4209

WESTERN ILLINOIS UNIVERSITY
TI-IN United Star Network
Reference Number: 20586

The TI-IN United Star Network provides direct instruction and teacher training in the critical subjects of mathematics, foreign languages, and sciences. The network also includes the involvement of school administrators, parents, and the community in integrated programming.

Funded by the U.S. Department of Education (\$5.6 million in 1989 and \$4.12 million in 1990), the TI-IN United Star Network serves students and teachers in 244 schools across 30 states; 86 of these schools are located in Illinois. Star-funded institutional programs are equalizing access to academic resources by overcoming barriers of geography, wealth, race, and culture.

The successful, existing state-of-the-art technology of TI-IN Network, Inc., provided the technical model for the Star project. Since its inception in 1985, TI-IN Network, Inc., has demonstrated a capability for multichannel, one-way video and two-way audio and data interaction. Data interaction includes the use of electronic writing tablets and computers.

The TI-IN United Star Network is built on the technical and exemplary programming resources of its nine partners. These partners include the University of Alabama at Tuscaloosa, California State University at Chico, Western Illinois University, the Illinois State Board of Education, Mississippi State University at Starkville, the North Carolina Department of Public Instruction at Raleigh, the Texas Education Agency, Region 20 Education Service Center at San Antonio, and TI-IN Network, Inc.

The TI-IN Network makes comprehensive foreign language instruction available to students in elementary through high school grades. Additionally, math and science courses provide both prerequisite and advanced topics. Traditionally, neither the advanced nor the prerequisite courses are available in small, rural, and remote schools.

An example of programming available from Western Illinois University is Career Vision. Career Vision, derived from a successful National Science Foundation grant, explores career opportunities in math and science with junior high students. Each of the 21 programs includes a video field trip and the opportunity for students to

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interact with career practitioners. Video field trips include visits to the Museum of Science and Industry, Fermi Labs, Shedd Aquarium, and the Chicago Botanical Gardens.

CONTACT:

Dr. David R. Taylor
Dean, College of Education
Western Illinois University
Macomb, IL 61455
(309) 298-1690

BRIGHAM YOUNG UNIVERSITY Public School Partnership Reference Number: 20354

In Utah, the crisis in education is felt more keenly than in most other states. Though test scores and student performance are still above national norms, Utah is near the bottom of the nation in educational dollars spent per pupil. In one partnership district, Alpine School District, per-pupil expenditure is the lowest of all 50 states. Clearly, innovative approaches to the improvement of teaching and instruction are critical in the state. The partnership concept is an important way to bring about improved student learning in Utah without increasing financial stress.

Starting in the fall of 1983, John Goodlad served as a consultant to the Brigham Young University (BYU) College of Education. By April 1984, representatives from five Utah public school districts and the BYU College of Education had formed an educational partnership under Goodlad's direction. The partnership had the potential for statewide impact, since participating districts serve one third of the students and teachers in the state of Utah, and the College of Education at BYU annually prepares half of Utah's new teachers.

In planning sessions, college and district educators defined three kinds of relationships with local schools:

- (1) *Cooperating schools*, which accept education students with university supervision in the traditional pattern;
- (2) *Focus schools*, which identify a specific area of endeavor, such as an innovative reading program, double session scheduling, and gifted-and-talented education;
- (3) *Partner schools* (Goodlad called them "key" schools), in which university and school join together in a total educational experience, seeking improvement in preservice, inservice, curriculum and instruction, and evaluation. The concept of partner schools is especially important: Partners share resources, are equal in their relationships, are free to experiment, and are supported in taking risks. Such partnerships

would make possible the renewal of teachers, college faculties, administrators, and student teachers for the purpose of improving education in the state.

In addition to partner schools, the partnership has also given rise to a vibrant educational leadership and gifted-and-talented education programs. The award-winning preparation program for educational leaders is field based rather than campus based. Over the course of a year, principal interns spend four out of every five school days in an elementary or secondary partnership school being mentored by an experienced principal. The fifth day is spent on the university's campus engaged in coursework. Further, a gifted-and-talented education task force has produced numerous curriculum packets, conferences, and summer programs for highly motivated public school students. Representatives from each of the five partnership districts meet monthly to coordinate and create programs for talent identification and enhancement within the partnership in the state at large.

The development of positive relationships between BYU and the partner schools has taken time—months of communication and careful listening by all. But it has been well worth it. From Goodlad's point of view, the purpose of the partnership is to serve self-interests while helping others. The achievement of mutual benefits has been gratifying to behold. University people have gained freedom to cut through red tape—to try new things, change university curriculum, and make a significant difference in public education. Student teachers and principal interns have found a genuine welcome to the classroom, better training, and a feeling of competence and value. Teachers in the public schools have increased their skills and professionalism, gained the power to effect changes, and felt respect for their practical knowledge.

CONTACT:

Dan W. Andersen
Dean, College of Education
Brigham Young University
343 MCKB
Provo, UT 84602
(801) 378-3695

BROWN UNIVERSITY Institute for Secondary Education Reference Number: 21047

The Institute for Secondary Education was formally approved by the Academic Council of Brown University in March 1985. It was initially formed with four basic purposes in mind:

- (1) to serve as a central mechanism to link Brown with

- its neighboring schools;
- (2) to provide meaningful programs in the humanities, mathematics, and sciences for secondary school teachers in collaboration with Brown faculty;
 - (3) to create a forum for teachers and school administrators where they might consult with one another and benefit from the expertise of their colleagues;
 - (4) to connect local interests with national efforts at fundamental school reform, most particularly the National Association of Secondary School Principals-National Association of Independent Schools's Coalition of Essential Schools, which is based at Brown.

The institute, administered by a director, an associate director, and a program committee, offers a range of seminars, conferences, and institutes during the academic year and the summer months for secondary school teachers and administrators throughout Rhode Island and southeastern Massachusetts. The institute makes an effort to increase serious exploration of the various academic disciplines as well as issues of pedagogy and school organization. Most institute programs are planned and led jointly by Brown faculty and secondary school teachers.

The institute is also committed to improving links between education and allied fields. For three years, it cosponsored a conference for educators and medical professionals with Rhode Island Hospital's Department of Pediatrics. During the 1987-88 academic year, the institute and the Center for World Hunger jointly offered a seminar series for secondary school teachers on issues of world hunger.

More than 1,000 teachers and administrators and more than 50 Brown faculty representing 13 departments and centers have participated in institute programs thus far. As of September 1988, 36 schools/school systems have provided \$33,750 in up-front program tuition moneys. The institute is additionally supported by the university, private foundations, the Rhode Island State Department of Education and Office of Higher Education, and the federal government (National Endowment for the Humanities and the National Science Foundation).

CONTACT:

Paula M. Evans
Director, Programs for Teachers
Brown University
Box 1938
Providence, RI 02912
(401) 863-1486

TRINITY UNIVERSITY

The Alliance for Better Schools
Reference Number: 21117

Trinity University, through its Department of Education, has organized The Alliance for Better Schools. The alliance brings together selected institutions in greater San Antonio committed to the improvement of public education. Joining Trinity University in the alliance are North East Independent School District, San Antonio Independent School District (ISD), and The Psychological Corporation.

The central mission of The Alliance for Better Schools is to fashion new, effective partnerships among member institutions to undertake a variety of initiatives related to the enhancement of teaching and learning in public elementary and secondary schools.

The initial agenda for the alliance is threefold: (1) the development and implementation of a five-year teacher-education program at Trinity University; (2) the identification and implementation of selected school improvement projects at member schools; and (3) the provision of a variety of professional-development opportunities for classroom teachers and other educators.

Four campuses have been identified as professional-development schools and will serve as the location for the principal activities of the alliance. The professional-development schools include Nathaniel Hawthorne Elementary and Mark Twain Middle School in San Antonio ISD and Jackson-Keller Elementary and Robert E. Lee High School in North East ISD.

CONTACT:

Dr. John H. Moore
Chairman, Department of Education
Trinity University
715 Stadium Drive
San Antonio, TX 78284
(512) 736-7501

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SECTION TWO:

Adopt-A-School

ST. EDWARD'S UNIVERSITY

SEU Adopt-A-School
Reference Number: 20931

An Austin Adopt-A-School program was initiated in the fall of 1983 as a partnership program between the Austin Independent School District and the Austin Chamber of Commerce as a means of broadening support for local schools. The program promotes greater business and community involvement in a cooperative effort with public schools to strengthen and enhance the quality of education in Austin.

In the program, businesses, organizations, and individuals adopt schools by providing volunteer services, equipment, and funding to assist and enrich the schools' endeavors. By making a commitment to the Adopt-A-School program in 1987, St. Edward's University agreed to meet several important needs of three schools in Austin. These schools—the Mary Lee School, Linder Elementary, and Becker Elementary—have benefitted from St. Edward's in a number of ways.

The Mary Lee School serves children and adolescents from a number of counties across the state. Most students attending Mary Lee have not had a history of rewarding school experiences and usually function several grade levels behind other students their age. Virtually all residents at Mary Lee come from a background of abuse or neglect and have been taken out of their homes by the county department of human services. Some students are mildly retarded. The school attempts to help students both academically and emotionally. While in residence at Mary Lee, students participate both in treatment provided by a clinical staff and in instructional services provided by employees of the Austin Independent School District. The population of Mary Lee fluctuates between 35 and 45 students a year.

During the past academic year, St. Edward's participated in a project that involved vocational placements on the university campus for Mary Lee students. Through the project, Mary Lee students worked on developing social and job skills and learned to use the city public transportation system. The goal of the project was to have students integrated with regular staff, to teach them to relate to coworkers, and to help them experience success at a job. Since it is assumed that after completing high school these students

will one day find jobs, the St. Edward's program was created to offer them a chance to experience a realistic working environment.

Twelve students were placed in jobs at various sites on the university campus. Two worked with the landscaping crew, one worked in the library, one was placed in the automotive shop, three were employed in the cafeteria, two worked in the student union, one worked with building maintenance, and two worked in academic support offices. They were supervised by St. Edward's employees, and two full-time Mary Lee job developers were available to observe students while they worked.

In addition to participating in the work component, the Mary Lee student body had athletic facility privileges at St. Edward's. They also received swimming pool passes and free tickets to theater productions for good behavior. The Mary Lee School prom and Christmas party were hosted by the St. Edward's University community.

Linder Elementary, located in southeast Austin, serves 706 children. For the past two years, St. Edward's students have served as after-school tutors for students in the third and fifth grades who need help preparing for annual achievement tests. College students who are enrolled in the university's College Assistance Migrant Program (CAMP), a scholarship program for children of farm worker families, volunteer one day a week to work with the students. The St. Edward's theater department presented its children's play, *A Frozen Christmas*, at Linder in December. The production was written, directed, and produced entirely by students at the university. CAMP students also work with the Linder PTA to organize and assist with the school's annual carnival. The students' participation, coupled with the university's financial contribution to the carnival, helps the PTA raise funds to purchase extra academic supplies for the school.

Becker Elementary, located in south Austin, serves 450 students. During the year, St. Edward's CAMP students provide weekly after-school tutoring to students of all grade levels. The University's Intramural Sports Department offers volunteers to work with students on after-school sports events. The university also hosts Becker's annual track and field day on campus and provides volunteers, refreshments, and award ribbons for the entire Becker student body.

For the past two years, St. Edward's has been honored by the Austin Chamber of Commerce and the Austin Independent School District with The A+ Award

for Mentor Programs. This trophy is presented to university representatives in the presence of several thousand people representing Austin businesses and organizations which provide a variety of services to other schools in Austin.

CONTACT:

Randa S. Safady
Coordinator, Adopt-A-School Program
St. Edward's University
Austin, TX 78704
(512) 448-8626

SAN DIEGO STATE UNIVERSITY
Granger Junior High School/Adopt-A-School
Program
Reference Number: 20619

San Diego State University (SDSU) adopted Granger Junior High School in 1985. The Granger population is 87.8 percent minority and the school is in an ethnically diverse, low-income, transitory section of National City, just south of San Diego.

Program goals include to

- (1) pool the personnel and resources of San Diego State University and Granger Junior High School to accomplish together things that neither institution would be able to accomplish alone;
- (2) improve student preparation in the grades seven through nine by developing a comprehensive, coordinated, continuing higher education program designed to heighten student awareness of both the opportunities for postsecondary education and the means by which these opportunities can be pursued;
- (3) provide current higher education materials and activities for parents so they will be well informed and involved in their children's educational process;
- (4) provide a spirit of inquiry about higher education among Granger's students, and elevate the students' educational goals and expectations;
- (5) establish an early-identification and monitoring program, which promises to motivate Granger students to persist and transfer to the next level.

Projects provide university assistance and equipment to the school's faculty as well as outreach/motivation programs that provide services to students. An SDSU student affairs professional attends Granger faculty/staff meetings to serve as liaison between the two institutions. An assistant principal is a member of the SDSU high school advisory committee. Equipment augmentations include SDSU providing excess laboratory equipment to renovate the science lab and typewriters to aid the magazine writing project.

SDSU faculty provided expertise in developing a plan for a computer-assisted learning lab. The plan was adopted by the school board and the lab opened in 1988. A number of academic colleges provide career information programs to interested students. Colleges also provide inservice training programs to Granger teachers. SDSU students in counselor education and social work gain valuable experience by expanding the counseling services provided at the school. A Ford Foundation collaborative grant in mathematics is providing for a strengthened curriculum for students.

The bond between the two institutions is continuously strengthened by Granger students attending plays, concerts, and athletic events on the SDSU campus. SDSU's cheerleaders train interested students and helped organize a Granger cheer squad. The SDSU president periodically writes a column for the school newspaper.

The local public broadcast station (based at SDSU) and the Junior League of San Diego coordinated a video conference using Teen Theater to present "Say No" sessions on drugs, sex, etc. SDSU outreach personnel work with high school and junior high school counselors to present Parent Awareness programs for parents of ninth graders to aid in high school course planning that will lead to college enrollment.

Food drives are conducted at the university to provide holiday baskets for needy families at Thanksgiving and Christmas. Phi Beta Kappa faculty members participate in the school's awards ceremonies by providing book scholarships to 16 students designated as the most outstanding and most improved in each English class. At promotion ceremonies, SDSU administrators presented outstanding teacher awards (as voted by Granger Junior High School students). Members of Mortar Board, a national senior honorary society, presented several workshops to Granger students and hosted a special campus visit for at-risk students.

Successes at Granger led to the adoption of National City Junior High School (87.9 percent minority students) by SDSU's College of Professional Studies and Fine Arts.

CONTACT:

Dr. George Hutchinson
Director, Student Outreach Services
San Diego State University
San Diego, CA 92182
(619) 594-6966

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UNIVERSITY OF ALABAMA AT BIRMINGHAM

Adopt-A-School Program (Birmingham Public Schools)

Reference Number: 20145

In 1983, the University of Alabama at Birmingham (UAB) and the Birmingham Public Schools established an Adopt-A-School Program as a cooperative project. Findings from a survey of area businesses recommended that schools update equipment and curricula and develop better communication between education and the business community. Two high schools were adopted for a comprehensive array of activities.

UAB faculty and staff offer the following opportunities to these two schools:

- (1) motivational programs through which students interact with faculty in the Medical School;
- (2) field trips to campus hospitals, the athletic department, the theater, and laboratories;
- (3) career-awareness programs through which numerous university personnel visit schools to discuss the qualifications and educational preparation needed to pursue various careers;
- (4) specialized lectures and laboratory experiences in the sciences and other academic subjects;
- (5) use of facilities such as the gymnasium, libraries, theater, computer labs, and classrooms;
- (6) opportunities for students in drama and communication to receive technical assistance from the faculty;
- (7) internships in a variety of academic disciplines, especially during the summer;
- (8) tutoring in major subjects.

Periodically, the principals of the adopted schools and the assistant superintendent's staff confer with their UAB counterparts to assess the effectiveness of the Adopt-A-School activities. Plans are now under way to increase the number of schools involved and to add elementary and middle schools to the project. One outcome of the collaboration is a steady annual increase in the number of graduates from the two schools who matriculate at UAB.

It should be noted that several students from the adopted schools are summer participants in an initiative to increase the number of African American students at UAB. These students receive stipends of \$1,000 and are placed in laboratory or other enrichment experiences under the guidance of a faculty member.

UAB is committed to providing educational, employment, and enrichment opportunities for members of underrepresented groups, which compose the majority of the population of the university's immediate service area. The Adopt-A-School collaboration is one

example of that commitment.

CONTACT:

Odessa Woolfolk

Special Assistant to the President

University of Alabama

MJH, Room 124

UAB Station

Birmingham, AL 35294

(205) 934-9349

WITTENBERG UNIVERSITY

Partnerships in Education

Reference Number: 20531

As part of the Partnerships in Education program, Wittenberg University created a partnership with an area school, Franklin Middle School, in 1986. Franklin Middle School is racially mixed, but nearly all its students are from low-income families. This partnership was created to reach and motivate potential college students at a younger age than was previously thought necessary.

The objectives of the partnership are threefold. Through the relationship, students are provided with incentives to perform well in their classes. Honor roll students or recipients of citizenship awards are given an afternoon off from school and invited to spend it recreationally on campus. Students get a meal at the student dining room and free use of any of the university's recreational facilities, including the pool. Also, a T-shirt was recently designed that combines the two schools' mascots. High performance in the classroom earns students points toward shirt.

In addition to motivation, the partnership also provides enrichment programs for students. Such programs include art festivals, international education days, performances by campus dance troupes, and theater arts productions.

Recently, the relationship has broadened in scope with the creation of a Friendship Club. Modeled after the Big Brothers/Big Sisters program, this club identifies at-risk youth through a one-on-one matching of carefully selected Wittenberg students as mentors with specially identified Franklin students in need of positive role models. Through this program, Wittenberg students are able to receive credit for their community service requirement.

More than 300 middle school students are involved in the program annually. Although most of the activities in the program require little or no funding, the university finances any expenses through its community relations budget. Coordinators of the program have as one of their goals increased involvement of the Wittenberg faculty

as guest teachers and resource people.

CONTACT:

Dr. Charles Dominick
Vice President for Institutional Relations
Wittenberg University
P.O. Box 720
Springfield, OH 45501
(513) 327-7919

TEXAS TECH UNIVERSITY
Adopt-A-Classroom Project
Reference Number: 20566

In February 1986, the commissioner of the Coordinating Board of the Texas College and University System and the commissioner of the Texas Education Agency co-sponsored a conference designed to spark interest in the development of collaborative relationships between the public schools and colleges and universities in the state. Each of the 67 institutions in Texas that prepare teachers was invited by the commissioners to send a team to the conference. Teams were to be comprised of the president, academic vice president, dean of arts and sciences, dean of education, and one or more superintendents. Each team was charged to develop a collaborative project that would result in a partnership arrangement between a public school system and the college or university.

The team from Texas Tech University (TTU) and Lubbock Independent School District (LISD) developed a collaborative project titled Bridging the Gap Between a Public School System and a University: The TTU/LISD Adopt-A-Classroom Project. This project was designed to make Texas Tech faculty members available as resources to individual teachers and classrooms in LISD during the 1986-87 academic year in order to enhance the educational programs in those classrooms.

The president of Texas Tech University sent a letter to all faculty members inviting them to participate in this project and to share their expertise with the students in the Lubbock schools, to which 141 TTU faculty members responded. The president was the first to volunteer for the program and several other deans and administrators also agreed to serve.

Each faculty member is matched to work with an appropriate LISD teacher throughout the school year. Activities are varied, but generally, each professor is available once a week to (1) serve as a general resource to the classroom; (2) serve as an exchange teacher while the classroom teacher makes guest appearances in the professor's undergraduate classes; (3) serve as a role model and mentor for LISD students who may be

considering entering the profession the professor represents; (4) help high school students make the transition to college; (5) recruit students to Texas Tech University; and (6) develop any other appropriate cooperative activities with the classroom teacher.

Numerous Texas Tech University faculty members who volunteered for the initial year stated that they did so in an effort to recruit more students, particularly minority students, into their programs. Of the many African American and Hispanic students in the Lubbock schools, proportionately few attend TTU. While recruitment was not a primary goal of the organizers of the Adopt-A-Classroom Project, it has become an objective of some of the participants.

As elementary and secondary students interact on a regular basis with engineers, scientists, lawyers, teacher educators, artists, musicians, and philosophers, new interests are stimulated and role models and introductions to professions and career opportunities have become an important presence in the schools.

Texas Tech University faculty members who participate in this program have been officially designated by the president as education associates. The university recognizes participation in the Adopt-A-Classroom Project as an important service function for purposes of promotion, tenure, and merit pay. Teachers from LISD who participate are awarded appropriate credit for advanced academic training for the career ladder.

CONTACT:

Dr. Richard E. Ishler
Dean, College of Education
Texas Tech University
Box 4560
Lubbock, TX 79409
(806) 742-2377

AUGUSTA COLLEGE

Lamar-Augusta College Adopt-A-School Program
Reference Number: 21134

In 1984, Augusta College and Joseph R. Lamar Elementary School established an Adopt-A-School partnership as a joint effort to strengthen teaching and learning in the inner-city school. Augusta College students and faculty from the education, art, science, and psychology departments participated in more than two dozen joint projects with the students, staff, and administrators of Lamar Elementary School. These projects include (1) individual sessions and small-group tutoring by Augusta college students; (2) tours of the Augusta College campus for teachers; (3) staff-development workshops; (4)

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displays of instructional materials in Lamar's library set up by Augusta College students; and (5) opportunities for Lamar students to attend cultural events on the Augusta College campus free of charge.

Beginning in the 1989-90 school year, the following programs and services were added to the Lamar-Augusta College partnership program: (1) Augusta College psychology students are involved in counseling students with behavior problems; (2) Augusta College recognizes Lamar's honor students, students who have made strong academic improvements, and Lamar's teachers for their outstanding accomplishments; and (3) Augusta College assists with PTA projects, art and science fair programs, and computer projects.

Student performance on the Criterion Reference Test, California Achievement Test, and the Iowa Test of Basic Skills improved dramatically due to the intensive tutoring program provided by Augusta College students. The college profited from the program by the invaluable field training provided for each student who participated in the Lamar project. Also, Augusta College received much favorable publicity in several local newspapers.

The Augusta College-Lamar Elementary School project serves as a model for school-college partnerships in the Richmond County School District and the state of Georgia. The project has increased test scores, reduced discipline problems, and improved teacher morale.

CONTACT:

Rosco Williams
Dean of Student Affairs
Augusta College
2500 Walton Way
Augusta, GA 30910
(404) 737-1412

**SOUTHWEST MISSOURI STATE
UNIVERSITY
Adopt-A-School
Reference Number: 20557**

Five years ago, Southwest Missouri State University (SMSU) joined the Adopt-A-School program sponsored

jointly by the Springfield Public Schools and the area chamber of commerce. Springfield's businesses, industries, civic organizations, and institutions of higher education are all involved in this program. Each institution sponsors one school.

SMSU is the sponsor for Rountree School, an elementary school near the campus. Services are provided as requested to Rountree's students, teachers, and the PTA. Funds for materials and services are obtained from SMSU's President's Office upon request.

Activities thus far include providing

- (1) faculty and advanced students to teach special topics or teach in special areas (i.e., African American history, biology);
- (2) special programs for the elementary students, such as musical programs and visits from SMSU athletic teams;
- (3) athletic tickets to faculty and students who wish to attend games;
- (4) gifts to the PTA such as pens, pencils, coasters, and other SMSU memorabilia to give to the faculty at the beginning of the school year;
- (5) food for special PTA fund-raisers;
- (6) consultants to assist in planning playgrounds and designing equipment;
- (7) work crews for landscaping the school grounds to ensure the children's safety and to beautify the school;
- (8) tours of SMSU special facilities, such as the science building;
- (9) joint projects with the university's Greenwood Laboratory School and the Rountree Adopt-A-School students and faculty.

CONTACT:

Dr. Wordy Buckner
Director, Education Field Experiences
Southwest Missouri State University
901 South National
Springfield, MO 65802
(417) 836-5253

SECTION THREE:

Tutoring and Volunteer Programs

UNIVERSITY OF PENNSYLVANIA The West Philadelphia Improvement Corps (WEPICT) Reference Number: 21165

The West Philadelphia Improvement Corps (WEPICT) is a school-based neighborhood and school revitalization movement that is working with six public schools in the economically and socially distressed area surrounding the University of Pennsylvania. Although initially focusing on youth, WEPICT is designed to produce staff-controlled and -managed, university-assisted, comprehensive community schools that involve, educate, serve, and activate all members of the community. The program emerged from the research of Penn undergraduates in a spring 1985 honors history seminar on Urban Universities-Community Relationships co-taught by the president of the university and two other faculty members.

WEPICT began as a summer youth corps program. From a single site, it has expanded to three elementary schools, two middle schools, and a comprehensive high school. WEPICT is currently a year-round program involving more than 400 children, their parents, and community members in school-day, after-school, and Saturday activities including landscaping, housing rehabilitation, concert pipe organ repair, construction work, community history projects, work with the elderly, graffiti and litter removal, mural painting, computer workshops, recreation, arts and crafts, drama, and dance.

WEPICT brings together a range of groups and institutions in a partnership to help solve school and community problems. These institutions include Penn, the Philadelphia Urban Coalition, the Philadelphia Federation of Teachers, the Philadelphia Building Trades Council, the school district of Philadelphia, the Philadelphia Area Labor Management Committee, the Philadelphia Private Industry Council, the U.S. Department of Labor, and various departments of the state government. These organizations and the WEPICT program itself are coordinated by the West Philadelphia Partnership, a mediating organization comprised of six community groups and seven institutions, including the University of Pennsylvania.

Penn's contribution to WEPICT is largely through academically based public service, service rooted in and intrinsically tied to teaching and research. WEPICT has

served as a focal point for harnessing Penn's academic resources to help improve the quality of life in West Philadelphia. Spurring academic collaboration and integration across the university, WEPICT has involved students and faculty members in history, medicine, architecture, nursing, social work, education, engineering, landscape architecture, and communications.

WEPICT has been designated a model project at the local, state, and national levels and has received substantial financial support from government agencies and foundations. It has also gained significant international attention. Leaders of the program, for example, have been on study tours of Europe supported by the German Marshall Fund of the United States. An international journal, *Universities and Community Schools*, was inspired by WEPICT's development. The purpose of the journal is to help establish an informal "visible college"—or network—of academics and practitioners working, in different places and different ways, to increase the contributions universities make to the development and effectiveness of community schools.

CONTACT:

Ira Harkavy
Vice Dean, School of Arts and Sciences
University of Pennsylvania
Office of Community-Oriented Policy Studies
307B College Hall
Philadelphia, PA 19104-6377
(215) 898-5351

UNIVERSITY OF SAN DIEGO

Partnership in Education
Reference Number: 20725

In 1985, the University of San Diego (USD) established partnerships with two elementary schools in its neighborhood—Carson Elementary, an ethnically diverse school with a largely underprivileged population, and Holy Family, a Catholic school, also ethnically diverse. Both schools are located in Linda Vista, a residential area adjoining the university populated largely by Indochinese, Hispanics, African Americans, and numerous other nationalities.

The Partnership in Education program goals are threefold:

- (1) to enhance personal relationships between and

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- among members of the Linda Vista community;
- (2) to expose faculty, students, staff, and administrators to the riches of the multicultural environment available in the Linda Vista community;
 - (3) through USD personnel and service, to expand the social, cultural, and educational opportunities of students, teachers, and parents in both Carson and Holy Family.

As a result of extensive planning, strong relationships have been established with the principals and teachers at both schools. USD students have worked as teacher's assistants; USD's Volunteer Resource Office has established a literacy center at Carson Elementary (where USD students and volunteers tutor adults and provide child care); a program similar to Big Brothers/Big Sisters has been established; and Carson and Holy Family students visit the campus at least twice a year, becoming more familiar with a college environment.

Encouraged by the success of the Carson and Holy Family partnerships, USD is now pursuing an additional partnership with a third Linda Vista school.

CONTACT:

Maria Martinez-Cosio
Director of Community Programs
University of San Diego
Alcala Park
San Diego, CA 92110
(619) 260-4659

TEMPLE UNIVERSITY

Project Temple University-Taking on Responsibility (Project TU-TOR)
Reference Number: 20753

Project Temple University-Taking on Responsibility (TU-TOR) is a pilot project designed to develop and field-test a model for enhancing and nurturing the development of basic skills and motivation of young people to succeed in school and in their work lives upon completion of formal schooling. Project TU-TOR is a collaborative venture between Temple University's Center for Research in Human Development and Education (CRHDE) and three collaborating agencies: the Philadelphia Private Industry Council, the school district of Philadelphia, and the school system of the Archdiocese of Philadelphia.

The overall goal of Project TU-TOR is to develop a coordinated educational and social service delivery system that provides the sustained support required to foster personal development, interest, and motivation of young people from disadvantaged circumstances to stay in school, to be successful in their school learning, and

to develop professional and vocational aspirations that will empower them to pursue careers and employment that are personally satisfying and productive.

Project TU-TOR is designed specifically to provide educational and career-awareness opportunities for high school students from economically and other disadvantaged circumstances, who typically have been underserved or unserved educationally. The project begins with eighth graders in the summer prior to their entering high school and continues throughout their four years in high school.

The initial component of the project aims to achieve three program objectives: (1) to provide a head-start experience that offers students the opportunity to acquire basic communication and study skills; (2) to offer an intensive tutoring program for individual students requiring remedial work in specific subjects such as mathematics, reading, and writing; (3) to provide opportunities for students to learn about the various academic options at universities such as Temple; and (4) to develop interest and motivation to succeed in high school and postsecondary education. The year-round component of Project TU-TOR is designed to provide continuous tutoring and mentoring of the students in the project throughout the academic year.

The project staff has trained select Temple undergraduate and graduate students to provide general support and friendship as well as tutoring in specific academic subjects. The Temple student-mentors work with the high school students assigned to them under the close supervision of the project's staff and in cooperation with the guidance counselors in the high schools.

During the first component of the project, the classroom work focuses on communications skills—writing, speaking, reading, and analytic reasoning. An intensive course in communication skills has been developed, which focuses on expanding the students' knowledge of occupations that use the communications skills the students will be enhancing. A second part of the study component is one-on-one and small-group tutoring that concentrates on the specific areas each student needs to develop in order to succeed in high school.

Students have access to the computer laboratory in CRHDE's Institute for Learning and Literacy Skills Development. In the lab, they are able to work on grammar skills, spelling, mathematics, word processing, and reading. Each Friday during the six-week session, students and teachers visit a work setting and observe firsthand the occupations studied during the week. In addition, students work afternoons in a Temple University setting in which the communications skills they are developing are an integral part of the work

routine.

In order to participate in the program, students must be eligible for funding by the Job Training Partnership Act, which employs both income and at-risk criteria. To apply, students must complete a Phil-A-Job application and a program application.

CONTACT:

Dr. Leo Rigsby
Project Director, TU-TOR
Temple University
939 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3007

UNIVERSITY OF MASSACHUSETTS AT AMHERST

The Teams Project
Reference Number: 20122

For the past five years, The Teams Project has linked the Division of Continuing Education and the School of Education of the University of Massachusetts at Amherst and the Amherst Regional Public Schools. In the project, university students provide both in-school and after-school tutoring to public school students for whom English is not a primary language. The goal is to assist Cambodian, Vietnamese, Amerasian, Hispanic, and other immigrant and refugee students to overcome the hurdles of language and culture as they adapt to American education.

Although Southeast Asian students were the initial focus of tutoring in Amherst, additional language-minority students now receive academic assistance through the project. Hispanic and other non-native students were formally included in 1987, when the project expanded to include Northampton High School. In 1987, the Massachusetts Department of Education and the National University Continuing Education Association cited The Teams Project as an exemplary public school/higher education partnership.

In the project, university tutors provide one-on-one and small-group assistance in the major academic subjects of mathematics, science, social studies, literature, and writing. Tutors also help students improve study skills, organize notebooks, and manage the completion of homework. Tutoring is defined as both subject-area enrichment and assistance. Enrichment presents opportunities to introduce college material, practice higher-order writing and thinking skills, prepare oral presentations, simulate college-related situations, and elaborate on abstract or sophisticated concepts.

Assistance includes classwork remediation, homework help, expanding on students' knowledge of concepts, citing relevant examples, and reviewing parts of the required curriculum.

Approximately 75 minority students in secondary schools actively participate in The Teams Project each semester by working two to three hours a week with their university tutors. Most are recent immigrants to the United States from Southeast Asia or the Caribbean who need to improve their language and social skills. In addition to providing academic assistance to individuals, the tutors act as role models for changing attitudes and expectations about higher education among the students. At Amherst Regional High School, where the project has operated the longest, 98 percent of the language-minority students who participated in the project have continued to postsecondary education—nearly 25 percent above the school-wide average.

CONTACT:

Dr. Robert Maloy
Continuing Education Manager and
Adjunct Assistant Professor
University of Massachusetts
School of Education
215 Furcolo
Amherst, MA 01002
(413) 545-0945

WORCESTER POLYTECHNIC INSTITUTE

WPI School-College Collaboration in Mathematics and Science Education
Reference Number: 20016

Worcester Polytechnic Institute (WPI) established the WPI School-College Collaboration in Mathematics and Science Education in 1988 to bring together several programs involving its science, engineering, and mathematics faculty and student body with public education, K-12. The central element in WPI's program is the Interactive Qualifying Project (IQP), a nine-credit-hour project relating science or technology to societal needs and structures. The IQP is a degree requirement for every student at WPI, a technological university with majors mainly in engineering, computer science, management, and the natural and mathematical sciences. WPI faculty from all disciplines serve as IQP advisers. The collaboration is directed by an affiliate faculty member in interdisciplinary studies, who has served as principal at four Worcester schools.

Education IQPs are the most popular topics among students, and dozens have been conducted in conjunction with local and regional schools for more than 15

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years. In most projects, students carry out an experiment in implementing new ways of teaching science or mathematics. They are responsible for reviewing current curricular development on their topic, defining a new approach for the specific classroom they will serve, and writing a formal report on the success of the pedagogical innovation they have initiated. The intent of the program is to leave the teacher with new ideas for classroom use. Topics often include hands-on science teaching, computer applications, and new approaches to math.

In addition to IQPs carried out in the classroom, the collaboration also conducts

- (1) a state-sponsored outreach program (Project Comet) for Hispanic students;
- (2) IQPs aimed specifically at special-education students;
- (3) a regional high school math contest and an annual appointment in the WPI Mathematical Sciences Department of an affiliate faculty member from a local high school;
- (4) enrichment classes on campus for gifted pupils from Worcester schools;
- (5) master's programs for regional mathematics and natural science school teachers;
- (6) a summer program for high school juniors interested in attending college in mathematics, civil engineering, or the natural sciences.

The collaboration has formal links with the Worcester public schools at all levels, and with the Nashoba Regional High School. In 1989-90, the collaboration focused on creating exemplary math and science programs at the nearby Elm Park Community School, an ethnically diverse inner-city elementary school developing magnet programs in math and science to attract students from throughout the city. More detailed descriptions of the collaboration, as well as abstracts or copies of completed IQPs, are available from the Interdisciplinary Studies Division at WPI.

CONTACT:

Frank Trainor
Affiliate Assistant Professor
Worcester Polytechnic Institute
Project Center
100 Institute Road
Worcester, MA 01609
(508) 831-5514

CASE WESTERN RESERVE UNIVERSITY

Volunteer Tutoring Program (Project STEP-UP)
Reference Number: 20534

Funded as a student community service project by the federal agency ACTION, Case Western Reserve Univer-

sity's Student Tutoring Effort to Promote Utilization of Potential (Project STEP-UP) is a volunteer tutoring program that was organized in 1988. Project STEP-UP provides tutoring for at-risk intermediate school children from the Cleveland public schools.

Children from three inner-city intermediate schools are active in Project STEP-UP. Case Western Reserve University students meet with their assigned students at neighborhood service centers that are within close walking distance to the intermediate schools. The project involves school administrators, teachers, and neighborhood service center staff members. Though Project STEP-UP is a Case Western Reserve University program, the Cleveland schools select and refer appropriate students, and the neighborhood centers provide space and snacks. This collaborative approach has enhanced communication between the community partners and has greatly strengthened service to the city.

The project director serves as the principal liaison to the school principals, teachers, parents, and the neighborhood service centers. The Director, who is assistant director of the university's Office of Educational Support Services, is assisted by paid student coordinators. Together, they recruit and train college student volunteers, arrange and oversee any group transportation, plan field trips and special events, and communicate with parents, schools, and community agencies.

Project STEP-UP is designed not only to assist Cleveland's at-risk students, but also to provide an opportunity for Case Western Reserve students to experience the rewards intrinsic in service to the city. The college students are able to develop a spirit of altruism and to experience the challenges and rewards of teaching.

Though evaluation and dissemination of program outcomes and resources to other student community services programs is a major goal for the future, Project STEP-UP received wide local publicity and community recognition in its first year of operation. The program was also honored by the university and selected for the Ambassador Award for outstanding representation of Case Western Reserve to the off-campus community. In addition, the student volunteers were individually honored at a recognition dinner sponsored by the president of the university.

CONTACT:

Glen Odenbrett
Assistant Director, Educational Support
Case Western Reserve University
Pardee Hall
10900 Euclid Avenue
Cleveland, OH 44106
(216) 368-5230

NATIONAL COLLEGE OF EDUCATION

Pathways to Excellence

Reference Number: 20544

National College of Education, through its Center for Academic Development based at the college's multiethnic Chicago campus, developed and implemented Pathways to Excellence. The program is designed to extend math tutorial services to high school students as well as to provide instructional strategies for teachers.

Pathways to Excellence started in January 1987 at Wendell Phillips High School, situated in one of Chicago's most impoverished neighborhoods. The program was aimed at high-risk students who had difficulty succeeding in the traditional high school mathematics classroom.

The purpose of the collaborative effort between National College of Education and Wendell Phillips High School is to promote student retention and to motivate students to aspire to higher education. This purpose is achieved through:

- (1) providing tutorial services designed to improve students' skills in mathematics, reading, and writing;
- (2) delivering supplemental instruction study groups linked to high-risk courses (e.g., biology) led by peer tutors;
- (3) training successful students to show leadership qualities and to tutor their fellow students;
- (4) guiding parents in developing skills to monitor their child's homework assignments daily, helping to eliminate tardiness and truancy;
- (5) motivating teachers and providing them with resources to improve their instructional methodology.

The Pathways to Excellence program features the on-site assistance of National College of Education (NCE) learning specialists, highly skilled and versatile faculty who analyze a broad variety of teaching and learning problems, and two National College students, who provide in-class tutoring and one-to-one instruction to students. It also includes vital components that promote parental involvement in children's education, and provide extensive leadership opportunities for junior and senior students to help instruct and mentor the highly vulnerable cohorts of freshmen and sophomores at Wendell Phillips High School.

In the first year, the program assisted 128 students in mathematics. In 1988-89, more than 700 students were reached by NCE staff, both in class groups and one-to-one.

Building on this success, the next step in the program's development will be to expand the tutoring program to include writing and reading and to involve more teachers in improving their instructional strategies. In addition, the peer tutors will be offered a college-

credit leadership training course taught by a learning specialist. Finally, all peer tutors will be invited to participate in a college-preparatory course offered on campus during the summer months.

National College of Education's Pathways to Excellence program is making a difference in the lives of many disadvantaged urban students by providing them with the skills and confidence to succeed in high school and the opportunity to pursue higher education.

CONTACT:

Carol Eckermann
Coordinator of Tutors and Special Services
National College Of Education
18 South Michigan Avenue
Chicago, IL 60603
(312) 621-9650

WINTHROP COLLEGE

Winthrop PhoneFriend
Reference Number: 20600

Winthrop PhoneFriend is an after-school telephone help line for children that is housed at Winthrop College in Rock Hill, South Carolina. The purpose of PhoneFriend is to provide a point of contact for children needing information and/or support when they are home alone after school.

Volunteers answering the phone have been trained to

- (1) listen to the children as they express feelings of loneliness, fear, or excitement;
- (2) provide information to callers;
- (3) make referrals when the situation warrants it.

PhoneFriend was conceived at State College, Pennsylvania, in 1982. The first PhoneFriend in South Carolina was established at Winthrop College in 1984. It is sponsored by Winthrop College and McDonald's restaurants. PhoneFriend operates from 2:30-5:30 PM, Monday through Friday, during the school year. Phone lines are staffed by graduate assistants, student volunteers, and students enrolled in specific education courses. Approximately 12,000 school-age children in Rock Hill, Fort Mill, and the Indian Land area of Lancaster County are served by the help line. In its first five years of operation, PhoneFriend has received more than 9,000 calls.

Three PhoneFriend programs are in operation in South Carolina. A conference is held annually at Winthrop College to encourage participation by other colleges and universities so that more of the state can be served. Five additional colleges implemented PhoneFriend programs during the 1989-90 school year. These programs will cover most of the state. The annual

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cost of the project is approximately \$5,000, which is provided by McDonald's.

CONTACT:

Dr. Susan J. Smith
Director, Child Abuse Awareness and Prevention Project
Winthrop College
School of Education
Rock Hill, SC 29733
(803) 323-2151

PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE

Collaborative for West Philadelphia Public Schools
Reference Number: 20660

The Collaborative for West Philadelphia Public Schools (PCPS) was established in April 1986 by agreement between School Superintendent Constance Clayton and University of Pennsylvania President Sheldon Hackney to form an organization linking schools with higher education, business, and community organizations. The program developed out of the realization that the majority of students in West Philadelphia—at all grade levels—needed more than the regular classroom experience to learn and retain basic skills and combat illiteracy.

The collaborative sponsors four activities: (1) a volunteer tutoring program, (2) Bridging the Gap, (3) Say Yes to Education, and (4) a college advisement and scholarship endowment fund. PCPS is linked to the collaborative through the tutoring program. Through the combined efforts of PCPS, Penn, and Drexel, more than 500 tutors were provided to 22 West Philadelphia public schools and five community centers. PCPS provided tutors to six locations.

Most of the tutoring is one-on-one, offering students help in mastering basic skills. The tutors spend only one hour a week in the school with their students, but much is accomplished in that one hour. They focus on specific problems and share the experience of tackling and solving those problems. The impact of the tutors is most apparent in the progress of their students. Besides providing academic support, the tutors also help instill confidence in the youngsters. Parents of the students report they can see the difference.

A spin-off of the tutoring program is "This Is College Day." First sponsored by the collaborative in spring 1988, College Day is a special activity during which students from local high schools receive PCPS student guides for a day, who show them what college is like firsthand. These 9th and 10th graders have been selected to visit

the school due to their special interest in pharmacy and/or health-related sciences.

The tutoring program and "This Is College Day" are volunteer activities. The tutors and guides receive no money or academic credit for this community service, but they earn the satisfaction of helping to integrate and reinforce students' personal and academic skills.

CONTACT:

Suzann Brown
Coordinator for Volunteer Programs
Philadelphia College of Pharmacy and Science
GH-214
43rd and Woodland Avenue
Philadelphia, PA 19104
(215) 596-8536

ITHACA COLLEGE

Cooperative Swim Program
Reference Number: 20688

Ithaca College cooperates with two local schools to provide aquatic programs designed to meet the unique needs of children with disabilities. The two schools are the Tompkins-Seneca-Tioga Board of Cooperative Educational Services (BOCES) and the Ithaca Special Children's Center (SCC). BOCES provides educational services for students aged 6-21 who are mentally retarded, sensory impaired, learning disabled, physically handicapped, emotionally disturbed, or otherwise disabled. The SCC provides educational and health-related services to children diagnosed as disabled, developmentally delayed, or at risk, starting at birth and continuing as needed. The Ithaca College students involved are junior- and senior-level physical education majors enrolled in the class Physical Education for the Exceptional Child, as well as freshman and sophomore recreation, physical therapy, and psychology majors enrolled in the class Introduction to Special Populations.

The initial cooperative aquatics program was developed by BOCES and Ithaca College in 1968 to provide a learn-to-swim and water safety program and to provide the college students with an opportunity to adapt activities and teaching techniques to meet the needs of individuals with special learning needs. This program continues to meet the needs of both groups, with an average of 45 college students per year providing swim opportunities for 100 BOCES students.

The SCC program began in 1979 to provide the children one-to-one interaction with a college student in a unique environment—water—with the goals of promoting large-muscle development and verbal language and social interaction skills. Ithaca students

gain an understanding of the needs of these children and learn to plan activities to meet the children's abilities. Approximately 100 college students and 50 SCC children participate in the program yearly.

The swim programs take place on the Ithaca College campus, with BOCES and SCC providing the necessary transportation. Both an Ithaca College faculty member and teachers from the schools provide supervision and teaching support. Ithaca College students are responsible for planning and implementing the individual water programs. They assess skills, write lesson plans, and write progress evaluations at the end of the program.

The programs appear beneficial to all participants. Ithaca College students have an opportunity to interact with students with disabilities and learn to individualize teaching approaches to meet their needs. Many Ithaca students have commented on the value of the relationships they have formed with the younger students. They are more confident in their teaching abilities and are proud of the accomplishments of their special children. The students from BOCES and SCC also benefit from the programs; they improve their physical skills and display greater self-confidence and independence in their actions. Many improvements in behavior can also be noted. Although no statistical data have been collected on these programs, they are clearly valuable features of the Ithaca College, BOCES, and SCC curricula.

CONTACT:

Sarah Rich
 Associate Professor of Health,
 Physical Education, and Recreation
 Ithaca College
 Hill Center
 Ithaca, NY 14850
 (607) 274-3407

MARQUETTE UNIVERSITY
 Marquette University Education Clinic
 Reference Number: 20113

The Marquette University Education Clinic's purpose is to provide support services for students, parents, and teachers from Milwaukee's central city schools. The vast majority of the clientele come from the central city Catholic schools, whose limited funding inhibits them from offering services beyond their instructional programs.

Services in the clinic include testing, tutoring, and counseling. Testing identifies learning problems and academic strengths as well as capability levels and emotional maturity; tutoring is available for students who need remediation in specific academic areas; counseling

for individuals and families is also available. A sliding scale adjusts fees for families with financial difficulties. The clinic offers services to parents who could never afford comparable help for their children in the private sector. Assisting these children when they are young reduces the likelihood of their suffering more severe academic and emotional problems as they get older.

Most of the staff are students from Marquette's School of Education, who work with the clinic children as part of their coursework or as volunteers. These undergraduate and graduate students offer one-to-one tutoring, giving the children encouragement, support, and basic instruction in subject areas that might be proving troublesome. This invaluable experience of working with urban children from a variety of multi-cultural backgrounds helps to prepare the Marquette students for their future work as teachers.

In the tutoring program, the clinic's primary goal is to provide quality services in a positive and nurturing environment. Tutors are supervised and are well prepared for their sessions. A network of communication has been established to keep tutors, counselors, teachers, and parents informed of the children's progress.

If extended testing is required, Marquette graduate students administer diagnostic tests under the supervision of their professors. The findings are shared with parents and teachers. Families in need of counseling are also served by graduate students and their professors.

Having the Education Clinic available for the community is in keeping with Marquette University's mission as a Catholic institution. All involved with the clinic recognize the seriousness of the undertaking, and they work to make it a place where minds grow, spirits rise, and learning is celebrated.

CONTACT:

Dr. Carol M. Dana
 Director, Education Clinic
 Marquette University
 School of Education
 Milwaukee, WI 53233
 (414) 224-7235

MAYSVILLE COMMUNITY COLLEGE
 Destination Graduation
 Reference Number: 20050

Maysville Community College, along with 11 other public and independent colleges and universities, is participating in a partnership with 41 local school systems in Kentucky's Fifth and Seventh Congressional Districts in a program titled Destination Graduation. The program has college students serve as tutors for public school

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students to increase their chances of graduating from high school.

Kentucky's Destination Graduation program competed with 115 other projects nationwide for support under Title V of the Federal Higher Education Act, one of only seven programs in the nation to receive a federal grant in this category. Once the program is in place, 230 college student tutors will work with 1,500 ninth graders to increase their awareness of the value of education, improve their math and language arts skills, and improve the high school graduation rates in those districts, which are currently among the lowest in the nation. Destination Graduation will include personal tutoring to supplement each student's regular high school classwork during the school year. Some of the colleges and universities also offer summer programs for the students.

The participating colleges and universities have formed regional networks of partnerships with the 41 local school districts served. A coordinating committee is monitoring the operation and progress of the partnerships. In addition to members of the local partnerships, the committee also includes representatives from the Kentucky Department of Education, the Council of Independent Kentucky Educational Television Network, the Prichard Committee for Academic Excellence, the University of Kentucky Community College System, the University of Kentucky Research Foundation, and the Council on Higher Education.

Maysville Community College is one of the six community colleges in the University of Kentucky system to be involved. It will be in partnership with Fleming County, Maysville, Mason County, St. Patrick, and Tollesboro High Schools and Lewis County Junior High School.

Destination Graduation is the most recent in a series of council programs to bring Kentucky's schools and colleges together to improve the educational preparation of the state's school students.

CONTACT:

Nancy Hunter
Coordinator
Learning Center
Maysville Community College
Maysville, KY 41056
(606) 759-7141

UNIVERSITY OF SOUTHERN CALIFORNIA

Joint Educational Project (JEP)

Reference Number: 21136

The Joint Educational Project (JEP) was initiated as a service-learning program contributing to the enhancement of education in the community. While promoting the academic development of university students who learn through teaching, the project also involves students in participant observation and practice of their communication skills. JEP serves as a broker between schools and university courses, including an experiential component. While schools provide on-site coordination and monitoring, student recruitment and training are provided by the JEP office. Requests for assistance originate at the school, which ensures that the service provided addresses perceived needs.

In operation since 1972, JEP has placed more than 20,000 students from the university in community schools; students from more than 70 classes in 25 different departments on campus participate. Each course is treated independently to ensure that students are assigned to the kinds of tasks that promote academic objectives. Students from a social problems course, for example, are placed in situations that provide the best opportunities to observe the problems inherent in the lives of urban dwellers. Students from a Spanish course are matched with non-English-speaking immigrants from Mexico and Central America. Students from a business law course are asked to work together to prepare and present a series of lessons on consumer law in a high school classroom, dealing with issues such as tenant rights and buying used cars.

The University of Southern California reports that it is convinced students can be quickly and effectively trained to work in local schools providing a greatly needed service; in turn, academic benefits accrue to university student participants.

In addition to student placement, JEP is involved in developing and testing curricular materials using student mini-course instructors to pilot materials being created. They also serve as a conduit for requests from the local high school for on-campus visits, resource sharing, and in-class enrichment efforts by campus faculty members.

CONTACT:
 Richard Cone
 Director, Joint Educational Project
 University of Southern California
 JEP House
 Los Angeles, CA 90089-0471
 (213) 743-7698

SAINT MARY'S COLLEGE OF MARYLAND
 Saint Mary's Partnership for Academic Resource
 Collaboration (SPARC)
 Reference Number: 21228

Through the Saint Mary's Partnership for Academic Resource Collaboration (SPARC) program, undergraduates from Saint Mary's College tutor public school students, grades K-12. The major purposes of the program are to provide academic enrichment and remediation to students in the public schools and to enable Saint Mary's students to gain practical experience in groups and individually with school-aged students under the guidance of college and school faculty. It also gives the college's undergraduates the opportunity to earn up to four credit hours of independent study credit.

Approximately 15-20 college undergraduates participate in the SPARC program each semester, each tutoring one or more public school students for a minimum of three hours a week. Assistance from tutors has been

requested by public schools in several subject areas. For example, tutors help groups of students improve their writing skills by suggesting ideas on how to develop a paragraph. Tutoring in mathematics involves preparing individual students for the Maryland State Department of Education Functional Math Test and Algebra I. In social studies, tutors assist students in organizing and writing research papers. A homework hot line makes tutors available in the evenings to answer questions or to refer students to a content-area expert. As library media assistants, tutors assist the media specialist in filing catalog cards, shelving books, and processing materials, as well as spending time reading to children and helping them select books.

Saint Mary's College reports that the SPARC program has at least three benefits: (1) it generates increased opportunities for public school students to receive academic enrichment and remediation; (2) it offers the school an additional supply of well-educated teacher aides; and (3) it provides the college's undergraduates with a practical, field-based experience and allows them to explore an interest in and aptitude for teaching as a career.

CONTACT:
 Robert H. Goldsmith
 Coordinator of Student Teaching and Field
 Experience
 Saint Mary's College of Maryland
 Saint Mary's City, MD 20686
 (301) 862-0352

SECTION FOUR:
 Magnet Schools

CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE
 King/Drew Medical Magnet High School—A Partnership
 Reference Number: 20536

The mission of the Charles R. Drew University of Medicine and Science underscores training and research within the context of service to underserved populations. Its colleges of medicine and allied health were inspired by and created to meet the needs of the greater Watts community in Los Angeles, as was its affiliate, Martin Luther King Jr. General Hospital. From the beginning, the education models of this medical center have evolved

in response to the needs of its multiethnic service area population. Drew postgraduate and undergraduate medical education programs were designed to train those persons who are committed to transforming their environment.

In the summer of 1981, the Charles R. Drew Postgraduate School of Medicine initiated a pilot project with the Los Angeles Unified School District to expose 10 inner-city high school students to a practical, on-site learning experience. Drew, which at that time was preparing to admit its first undergraduate medical education class, recognized that local high school students had virtually no exposure to role models and limited preparation for entry into the medical and health professions. With its clinical partner, the Martin Luther

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King Jr. General Hospital, Drew's 1981 summer project was an enlightening experience for those 10 eleventh graders who aspired to medical careers. It also served as the pilot for the King/Drew Medical Magnet program—a partnership with local community high school educators that has created on the university's campus a nationally recognized Medical Magnet High School, and developed a cooperative alliance with a local intermediate school (grades 6-9).

The goal of King/Drew Medical Magnet High School is to provide to a specially selected group of students (grades 10-12) a comprehensive high school curriculum emphasizing science and health-related fields. Each year, 150 students from 22 high schools in the Los Angeles area take courses in science, math, language arts, social science, foreign language, health careers, and physical education. Strong emphasis is placed on the development of an independent science project, which must combine hands-on experience with a series of reports. Every student is expected to be certified in cardiopulmonary resuscitation (CPR). A field-based learning component is included at each grade level. Appropriate learning objectives and a system for evaluating student performance are provided at each of the 85 learning sites, which include community health centers, hospital, and university rotations.

University faculty and a full-time career counselor encourage participation in extracurricular community programs (teaching CPR, health education, peer counseling, etc.) and provide tutoring, career guidance, and labor market information. The students' numerous honors and scholastic awards and the number of students placed at colleges over five years of partnership are testament to the caliber and hard work of the students and the commitment and support of the partners. Such accomplishments not only serve to enlarge the pool of potential providers at King/Drew and other inner-city medical centers, but also demonstrate the outcome of a concentrated effort to transform a disadvantaged community.

CONTACT:

Dr. Lewis M. King
Academic Vice President
Charles A. Drew University of Medicine and
Science
1621 East 120th Street
Los Angeles, CA 90059
(213) 563-4974

CASE WESTERN RESERVE UNIVERSITY

Cleveland School of the Arts
Reference Number: 20438

The Cleveland School of the Arts was established as a magnet school in the Cleveland Public School system in the early 1980s. Shortly thereafter, a group of individuals from various community organizations began discussing the formation of a "Friends" organization to support and enhance the work of the school. Case Western Reserve was among the institutions represented in those discussions from the beginning; it has remained active in the Friends organization and, from time to time, has been directly involved with students and faculty at the school.

The School of the Arts is located in University Circle, a one-square-mile, park-like area on Cleveland's eastern edge that is home to 40 other cultural, artistic, educational, and health care institutions, including the university. The Cleveland School of the Arts's mission is to provide an environment where the study of traditional academics and the study in the arts are given mutual respect and ultimately merge as one. All programs and activities at the school are supervised by a team that includes the principal, assistant principals, and an artistic director. The school's staff and counselors are assisted by artists-in-residence, often performing artists associated with one or another of the institutions in University Circle. The Friends organization helps to raise funds to support the appointment of these visiting artists. The Friends also seek support for special equipment, tuition for supplemental music instruction, and other forms of enrichment for the students of the Cleveland School of the Arts.

Students and faculty in Case Western Reserve University's Department of Theater Arts have worked directly with faculty and students at the School of the Arts. Special performances, often rehearsals of productions in the university's Department of Theater Arts, are made available to audiences of students and faculty from the School of the Arts, with the opportunity to discuss staging and other issues. The university also makes other space available for use by the Cleveland School of the Arts for rehearsals and performances.

CONTACT:

Richard Baznik
Vice President for Public Affairs
Case Western Reserve University
Cleveland, OH 44106
(216) 368-2338

CITY UNIVERSITY OF NEW YORK, QUEENS COLLEGE

Louis Armstrong Middle School-Queens College
Reference Number: 21158

Queens College, through the Queens College Center for the Improvement of Education, has developed collaborative partnerships with the Louis Armstrong Middle School and New York City Community School Board District 27.

The initial program began in 1979, as Queens College and the New York City School Board planned and opened a new court-ordered magnet school—the Louis Armstrong Middle School (IS227), serving approximately 1,300 regular and special-education students in grades 5-8. The collaboration entails daily interactions, including (1) college support to school faculty and administration, (2) preservice teacher training, (3) an innovative graduate internship program, (4) community services, (5) curriculum projects developed by college faculty in the school, (6) shared planning, (7) family counseling, and (8) research projects.

The collaboration also supports a community mentorship program in which students are assigned to work-study programs at sites ranging from LaGuardia Airport to the offices of local legislators. Currently, 10 members of the Queens College faculty from a full range of disciplines and 16 graduate interns are assigned to the collaboration. IS227 serves as a laboratory where educational change is being initiated, developed, and examined. Classes from the School of Education are routinely held at the school, and members of the school staff have served as adjunct faculty at the college.

The collaboration has been selected to participate as one of 25 members of the Association for Supervision and Curriculum Development consortium on the future of the middle school.

The Center for the Improvement of Education is also working in an elementary school, where graduate interns have been assigned to staff a computer center, regular and special-education classrooms, and a broad program in fine arts. The equipment for these activities has been purchased through the collaboration; college staff serve as support for interns working in the schools.

Currently, the demand for teachers in New York City is compelling the New York City Board of Education to hire many individuals lacking prior training as teachers. While internship programs and preservice teacher training at the schools help to alleviate this problem, the center is looking for other ways the college might interact with experienced mentor-teachers and school supervisors to create an effective design for supporting new teachers in their initial two years. The

intent is to maintain a continuing dialogue that will form a supportive network among the college staff, new teachers, and personnel in the schools.

CONTACT:

Dr. Alan J. Simon
Director of the Collaboration
CUNY, Queens College
32-02 Junction Boulevard
East Elmhurst, NY 11369
(718) 651-9100

D'YOUVILLE COLLEGE

The Leonardo da Vinci High School
Reference Number: 20991

The Leonardo da Vinci High School magnet, initiated in the fall of 1987, is located on the D'Youville College campus in Buffalo, New York. The school is a collaborative effort between officials from the Buffalo Public Schools and D'Youville College. The program is designed to create a unique environment in which a broadly based student population will have opportunities to participate in a program unavailable at other Buffalo high schools. The program has three major characteristics: a liberal arts education stressing the development of one's character and personality; an interdisciplinary curriculum emphasizing thinking processes and skills necessary for lifelong learning in a changing society; and a learning environment that uses the community as an integral part.

Throughout their experience in the program, students are offered diverse learning options to reinforce and extend basic skills, to stimulate creativity, to develop reflective thinking, and to broaden interests. The program seeks to prepare students for a range of postsecondary educational opportunities. At the same time, direct interaction with the metropolitan community helps students become aware of needs and opportunities in an urban area. All interested eighth-grade students are eligible to apply for this program.

Classrooms are not rigidly divided according to subject. Using a block schedule, 80 teams of teachers (each team consisting of one teacher from each academic area of language arts, mathematics, science, and social studies, and one from art or music) seek to link their different subjects through an interdisciplinary, problem-centered, or interest-centered approach. Special attention is focused on thinking and problem-solving skills, and students are encouraged to plan their studies cooperatively with their teachers. Attention is also focused on the arts and their relationship to an academic core. These techniques enable students to become increasingly self-directed and responsible for planning how to achieve

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and evaluate their educational objectives and studies.

The entire community—people and facilities—are viewed as appropriate resources to aid and enhance instruction. Community service projects can, at various points, serve as ideal vehicles for the application and synthesis of concepts and knowledge focused on by the program. School district personnel, community experts, and the D'Youville College staff work cooperatively on curriculum development, instructional materials development, and continuous evaluation and refinement.

The da Vinci program does not have a traditional ability test for entrance; instead it relies on the identification of those students of all ability levels who have an interest in this approach to education and the commitment to succeed in an interdisciplinary environment. The application procedure consists of submitting a written statement of interest and participating in a lottery.

The da Vinci School is not an independent high school, but a part of the Buffalo Public Schools. The teachers are Buffalo Board of Education teachers and are paid by the board. The board also pays D'Youville for the services of the college professors at the magnet school, as well as paying rent to use the college facilities.

CONTACT:

Dr. Robert A. DiSibio
Chairman, Division of Education
D'Youville College
320 Porter Avenue
Buffalo, NY 14230
(716) 881-7610

D'YOUVILLE COLLEGE

The D'Youville Porter Campus School
Reference Number: 20990

D'Youville College, in cooperation with the Buffalo Public Schools, finalized an agreement, during spring 1987, whereby School #3 was designated a campus magnet school. The school is now named The D'Youville Porter Campus School #3. The program goals include these: (1) to expand academic and enrichment programs by providing additional classroom assistance and enrichment opportunities; (2) to supplement the education programs of prospective teachers by providing D'Youville education majors with first-hand experiences with children; (3) to create a strong working relationship between the personnel of D'Youville and School #3 that encourages sharing expertise; and (4) to publicize to the community and greater Buffalo area the working agreement between the two schools.

The partnership offers one of Buffalo's most exciting

education programs for elementary students (pre-K through grade 8) that includes college assistance with computer labs, swimming instruction at the D'Youville pool, vocal music training, participation in D'Youville career days, affiliation of the college and school honor societies, tutoring programs, and joint professional-development programs for college and school faculty.

CONTACT:

Dr. Robert A. DiSibio
Chairman, Division of Education
D'Youville College
320 Porter Avenue
Buffalo, NY 14230
(716) 881-7610

THE UNIVERSITY OF RHODE ISLAND

**University of Rhode Island/Providence School
 Department Partnership Program**
Reference Number: 21088

The University of Rhode Island/Providence School Department Partnership Program began more than a decade ago, when the Urban Field Center, an outreach agency of the university's graduate curriculum in community planning and area development, collaborated with the Providence School Department to create four magnet programs for the city's schools. The partnership program is designed to enhance educational opportunities for inner-city public school students, particularly low-income or minority youth, thereby increasing individual potential for them continuing into postsecondary educational opportunities, training programs, or career-ladder positions.

The university acts as link and facilitator among the schools, the community, and the business community. Under the direction of the school principals, the partnership staff conducts a variety of in-school and out-of-school activities for students including (1) internships for students; (2) field trips; (3) a college admissions workshop; and (4) Project Discovery, which gives students in grades 5-8 an opportunity to improve their mathematics and science skills. The partnership staff will also continue piloting a Guaranteed Admissions Program (GAP) encouraging students to take pre-college courses necessary for the university. It conducts a summer program offering college English, algebra, geometry, and study skills.

The partnership has always been funded by a consortium of public and private institutions. Direct funding currently comes from the Providence School Department (federal block grants); the Ford Foundation; the Jessie B. Cox Charitable Trust; the Travelers

Companies Foundation; the Prince Charitable Trust Foundation; the Hazard Foundation; the Governor's Justice Commission; the state office of higher education, office of civil rights, and department of education; the state of Rhode Island; the U.S. Department of Education; the Commission on the Bicentennial of the United States Constitution; the National Crime Prevention Council; and the Rhode Island Job Training Partnership Act.

The University of Rhode Island/Providence School Department Partnership Program was a winner of the Council for Advancement and Support of Education (CASE) grand prize, as one of the five best university-school partnerships in the United States. In addition,

the partnership has been named as a member of the National Urban University/Urban School Collaborative, a project of the Urban Division of the National Association of State Universities and Land-Grant Colleges.

CONTACT:

Dr. Marcia Marker Feld
Executive Director, Urban Field Center
The University of Rhode Island
Room 105, 22 Hayes Street
Providence, RI 02908
(401) 277-3982

SECTION FIVE:

Resource-Sharing Agreements

CORNELL UNIVERSITY

Cornell Committee on Education and the

Community (CCEC)

Reference Number: 21122

The Cornell Committee on Education and the Community (CCEC) began as a group of Cornell University faculty and staff who engaged in a series of public meetings designed to respond to concerns for education in the community. The committee expanded in 1984 to include a teacher and an administration representative from each of eight local school districts. A main objective of the committee is to develop a model whereby major research institutions can play an active, supportive role in public education.

The CCEC supports five programs:

- (1) Through the enrichment and expansion program, workshops and mini-courses are developed for area students in cooperation with the area Board of Cooperative Educational Services (BOCES).
- (2) Scholarships are awarded to contribute to the inservice education and professional growth of area teachers.
- (3) Cornell scholars willing to give lectures or demonstrations in their area of expertise are maintained in a speakers bureau list.
- (4) Surplus research and instructional equipment donated by various Cornell departments are made available through an equipment distribution program.
- (5) The Visiting Fellow Program involves a local teacher as a fellow formally associated with a Cornell department. It provides the teacher a chance to

become a member of the Cornell academic community, and as such he or she is able to participate in seminars and special projects.

Recent developments in the series of programs include inservice courses in mathematics and foreign language instruction, workshops designed to meet the needs of local school teachers, and enrichment events for school administrators.

Cornell reports that the benefits of the partnership have been two-sided. The university faculty have developed a greater sensitivity and awareness of the problems pre-college teachers encounter, and local school educators have become increasingly confident in viewing Cornell as an educational resource they can turn to with confidence.

Like many partnerships, the ultimate benefactor is the high school or elementary school student. As one participant reports, "The 100+ students whom I will teach this year will certainly benefit from my experience at Cornell this summer. I've considered some new ideas, found support for some old ones of my own, but most important, found my enthusiasm for teaching writing rekindled."

CONTACT:

Katherine Doob
Director, Special Outreach Programs
Cornell University
B-40, Day Hall
Ithaca, NY 14850
(607) 255-8602

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ROCKHURST COLLEGE

Science Alliance

Reference Number: 20066

Rockhurst College has assumed a major leadership role in science/mathematics education in the Greater Kansas City area. With a generous grant from the Francis Families Foundation, Rockhurst has served as the convener/facilitator for an Alliance of science and mathematics educators and business and community leaders to plan and implement broad-scale and long-term improvement in science and math education. This spring the Alliance received the endorsement of the Missouri Alliance for Science as its Kansas City representative.

The goal of the Alliance is to improve the sharing of resources, increase coordination of programs, and develop better distribution of information regarding resources. In its role, Rockhurst facilitates the activities of the constituent groups while initiating programs to meet area science needs with the approval of the Alliance.

This year, the college published an environmental science resource book authored by a member organization, developed and distributed a master calendar to 5,000 science educators of science-related activities, provided funding for a quarterly science newsletter published by a constituent group, funded a recognition and awards ceremony for outstanding science educators nominated by the community for excellence in teaching, and worked collaboratively with a member group to provide an infrastructure for a three-year summer science camp for 120 children from pre-K through grade 8. In summer 1990, one third of those students were from the urban area and on scholarship. Twenty percent of the participants were children of color.

Rockhurst has sponsored, with the community-based Science Pioneers, a "Meet the Mentor" program held at the University of Kansas Medical Center, in which young scientists receive feedback on their projects for the Greater Kansas City Science Fair.

In summer 1990, 13 successful middle school science teachers and Rockhurst College science faculty worked interactively in an environmental science workshop to prepare materials and plan activities to address state criterion-referenced test objectives. In summer 1991, this cadre of teachers will train their peers, thus providing a ripple effect in middle school science over the next few years.

The college was successful in working with the Kansas City (Missouri) School District to obtain a small grant to fund a science resource center. Rockhurst College will provide or lend equipment for the resource center plus provide staff support. In summer 1990, the Kansas City School District, an Alliance member, was

selected to send a team to the National Science Resource Center Elementary Science Leadership Institute at the Smithsonian in Washington, D.C. The district selected a representative from Rockhurst and from Science Pioneers to plan its hands-on science curriculum. College personnel will continue their active role in curriculum development.

Various evaluation procedures, both formative and summative, are used to assess the programs of the Alliance. Perceptual and longitudinal data will be collected for proper assessment.

CONTACT:

Dr. Joan Caulfield

Coordinator of School-College Relations

Rockhurst College

1100 Rockhurst Road

Kansas City, MO 64110-2508

(816) 926-4140

STATE UNIVERSITY OF NEW YORK COLLEGE AT PURCHASE

SUNY Purchase Westchester School Partnership

Reference Number: 20288

The State University of New York at Purchase (SUNY Purchase) Westchester School Partnership is a five-year-old consortium of the SUNY Purchase, 29 Westchester County school districts, and the Westchester Boards of Cooperative Educational Services (BOCES). Its goals are to share resources, to supplement school and college budgets through external funding, to develop programs enhancing instruction, and to identify successful approaches to significant educational problems.

The concept arose in 1983 when superintendents from 11 Westchester school districts met with the dean of the College of Letters and Science of SUNY Purchase to discuss urgent problems. With an \$85,000 grant from the American Can Company Foundation and an award of \$22,000 from SUNY, the nascent partnership set out to find solutions to mutual concerns.

Within the first five years, the partnership secured more than \$3 million for special projects from more than 15 industries, foundations, and government agencies. The partnership receives ongoing support from SUNY and from dues contributed by each of the member districts.

The major projects of the partnership deal with staff development in the areas of mathematics, science, economics, global studies, aesthetic education, foreign languages, early childhood education, and guidance. Activities are launched during summer institutes and continue throughout the year. Each project is led by a superintendent and administered by a program director

with the guidance of an advisory committee comprised of education and community leaders. More than 900 teachers and administrators have participated during the last two years. Assessment of institutes is based primarily on analysis of ratings and on comments obtained from a questionnaire administered to the participants. A recent external evaluation resulted in an award from the American Association of State Colleges and Universities (AASCU) for Excellence in the Area of Developing More Innovative Curricula in Teacher-Preparation Programs. This last year's award was the second consecutive year that the partnership has been honored.

The partnership also provides direct services to students. It has developed programs for at-risk youth in five school districts. Funding in excess of \$400,000 for this activity has come from the state department of education, local school districts, corporations, and other private sources. The partnership's dropout prevention project was selected as one of 12 nationwide to showcase at an AASCU conference in Washington, D.C., sharing model programs. The partnership admits gifted high school seniors to college courses through its Young Scholars Program and also sponsors an enriched science curriculum for minority group students.

Direct assistance comes to the districts through such activities as the Hazardous Waste Disposal Program, which has facilitated the removal of potentially dangerous chemicals from schools. The project was funded through a legislative grant of \$150,000.

The value of the SUNY Purchase Westchester School Partnership goes beyond the implementation of a series of activities. Rather, the partnership has succeeded in establishing a network of people committed to improving education for youngsters.

CONTACT:

Dr. Sidney Trubowitz
Executive Director, SUNY Purchase Westchester
School Partnership
State University of New York at Purchase
735 Anderson Hill Road
Purchase, NY 10577-1400
(914) 251-6870

since the series began have been (1984-85) Carl Sagan, Alex Haley, and Barbara Walters; (1985-86) Jeanne Kirkpatrick, Richard Leakey, and Kurt Vonnegut; (1986-87) Jean-Michel Cousteau, Beverly Sills, and Chuck Yeager; (1987-88) Henry Kissinger, Alice Walker, and Tom Wolfe; (1988-89) Walter Cronkite, Jane Bryant Quinn, and Jane Goodall.

Florida State University students have been able to attend the series free of charge since its inception. (General admission is available at a fee.) Two years ago, the lecture series committee proposed that the Leon County School Board engage in a partnership with the university. The partnership would allow public school students to attend the lecture series free. The agreement involves a contribution by the Leon County School System of \$1 per child per lecture. Originally students in grades 9-12 were included.

The proposal was made in the spirit of community outreach and with the thought that the series might become an important part of the high school curriculum. The opportunity to see and hear people who are part of history in the making should not be lost. Last year, the partnership expanded to include grade 8 and high school faculty members. The cost per teacher is low and is funded by the Leon County School System's staff-development section.

As a result of this expanded cooperation, several teachers have incorporated the series into their curriculum planning. The curriculum department has requested as much information as possible on series speakers so it can provide uniform curriculum guidance to all teachers in the included grades. In further support of the community outreach effort, the parents of students attending free may buy tickets at the usual student price, which reflects a significant reduction from general admission.

Student attendance during the first three years of the series ranged from 56-60 percent of total attendance. Since the public school system partnership was established, student attendance has increased to 70-75 percent of total attendance. This increase in actual attendance and the expanded use of the series in the curriculum indicate a vital interaction between the university and community.

CONTACT:

Carole Lockridge
Series Administrator
Center for Professional Development
The Florida State University
Tallahassee, FL 32306-2027
(904) 644-7543

FLORIDA STATE UNIVERSITY
Distinguished Lecture Series
Reference Number: 20739

The Distinguished Lecture Series began in 1984 as an opportunity for the Florida State University community to have access to truly outstanding people in the fields of arts, letters, politics, sciences, and the media. Lecturers

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GEORGIA COLLEGE

Georgia College Educators' Network (GC Edunet)
Reference Number: 20149

With special initiative funding from the Board of Regents of the University of Georgia, the School of Education at Georgia College in Milledgeville, Georgia, embarked on a very ambitious project to bring state-of-the-art telecommunications technology to educators and others in the helping professions who work in middle Georgia. The purpose of the Georgia College Educators' Network (GC Edunet) project is to help address what has been named as one of the most serious problems facing educators today—professional isolation.

The literature in teacher education is rife with concern about the isolation of teachers and the negative effects this isolation has on the development and dissemination of professional knowledge in the field. Isolation exists in two forms: teachers isolated in classrooms and schools, and teachers isolated geographically. Although professional isolation is a problem in schools everywhere, there is special concern for schools in Georgia because so much of the state is rural, thus exacerbating the problem.

The GC Edunet project networks schools and other educational agencies throughout the state of Georgia into an electronic community in which each member communicates with other members as if they were next door rather than many miles away. By breaking down the barriers to communication—the time, cost, and uncertainty of currently available means—the level of professional isolation is significantly lowered, enabling a number of important and valuable professional activities that otherwise would not have been possible.

GC Edunet is a multiuser electronic information service functioning as a wide-area network. It, in turn, is linked to a local-area network in the School of Education at Georgia College, which makes it possible for faculty to participate in GC Edunet activities without having to leave their offices.

Schools are provided a high-speed (2400 baud) modem and appropriate telecommunications software at no cost to them, as well as a toll-free number to use. Thus, schools need only provide a microcomputer and a telephone line. Existing equipment and services available to schools are usually sufficient, so the expense to schools is low or nonexistent.

GC Edunet provides electronic mail, electronic conferencing, on-line database searching, and a wide array of information-sharing opportunities. Remote, inservice education; support for student teachers in the field; and the timely delivery of curriculum materials are a few examples of GC Edunet services. Membership is

open to all who have a legitimate interest in education. The focus of all GC Edunet's features is the professional deisolation of teachers and those who support them.

CONTACT:

Dr. Frank Lowney
Assistant Dean, School of Education
Georgia College
Milledgeville, GA 31061
(912) 453-4546

WEBER STATE COLLEGE

Northern Utah Arts Consortium
Reference Number: 20010

The Northern Utah Arts Consortium was created in 1988 as a joint venture among the Weber State College's Departments of Performing and Visual Arts and the Ogden City and Weber Country School Districts to make more effective use of arts resources at all levels in the educational continuum. The consortium seeks to further the development of visual and performing artists and audiences. Among its goals are (1) improved arts education at all levels, kindergarten through college; (2) efficient sharing of human and physical instructional resources; (3) development of new arts resources in the form of professional artist volunteers; and (4) increased community awareness and support for the arts.

Initial objectives emphasized (1) stimulating parental interest, (2) providing children an early exposure, (3) sharing qualified faculty between college and schools, (4) gaining support of the Utah Arts Council, and (5) providing selected opportunities for individual students. The first pilot project, for example, was an elementary school choir, 55-65 children from grades four to eight, drawn from all schools in the area. The choir is being expanded and complemented by music reading and basic theory studies; additions include strings and theater pilot projects and inservice training for theater teachers.

A database of inservice needs has been compiled through a survey of 560 elementary teachers. Future expansion will extend to visual arts and movement education. Building on the elementary school base, plans include development of magnet programs at the middle school level and the addition of high school and college activities.

Weber State contributes the time of the project coordinator and a faculty member; the school districts provide foundation funding and facilities. The college also offers classroom demonstrations, student aides, and special instructors drawn from its regular faculty, community artists, and students.

Initial activities have opened new channels of

communication among school and community artists, renewed enthusiasm for the arts, and generated a renewed spirit of cooperation among a sometimes embattled segment of the teaching profession.

CONTACT:

Dr. Sherwin W. Howard
Dean, Arts and Humanities
Weber State College
Ogden, UT 84408-1904
(801) 626-6425

THE UNIVERSITY OF FINDLAY
Mazza Collection Gallery School Extension
Program
Reference Number: 21187

The Mazza Collection Gallery of the University of Findlay houses works of original art created by artists who illustrate books for children. All of the featured artists have won prestigious art awards, such as the Caldecott Medal. The purposes of the art collection are twofold: (1) Visitors can view works of art available in the field of book illustration, featuring artists of the present and the past.

(2) Children and their teachers receive information about the artists and their books so that they fully realize how illustrations extend and expand the meaning of the text.

Services to schools include visits by artists to elementary schools and the publication of resource guides for teachers. The teachers guides are designed for use with students after they have visited the gallery and include information and activities developed to further the students' interest and knowledge about the Mazza artists and their books. The Mazza Collection Gallery is also open to the community.

The University of Findlay reports that participation in the Mazza Collection Gallery School Extension Program enriches students' reading experiences, and that by viewing the collection, students come to better appreciate the art contained in picture books. They further report that Findlay students benefit by leading tours and working closely with the children.

CONTACT:

Dr. Jerry J. Mallett
Director, Mazza Collection Gallery
The University of Findlay
1000 North Main Street
Findlay, Ohio 45840
(419) 424-4560

UNIVERSITY OF WISCONSIN-PARKSIDE
Discovering Research
Reference Number: 21132

Since 1976, the University of Wisconsin-Parkside Library/Learning Center has provided the Discovering Research program to local area high schools. The program is designed to acquaint college-bound students with the facilities and services of a college library. The approach is to assist students actively involved in research projects by introducing them to general and specialized sources (indexes, abstracts, guidebooks) relevant to various disciplines.

Most area schools bring a group of 30 to 60 students to spend a half day or more on campus. Reference/instruction librarians take turns teaching one-hour sessions on topics such as the importance of approaching a research project systematically in order to make the most efficient use of time spent in the library. Students are also given a tour of the library's facilities, which consist of books; periodicals; audiovisual materials including videotapes, cassettes, filmstrips, and 16 mm films; microcomputer software; and compact discs. Students are also given individual assistance with their research projects.

The program encourages continued use of the facilities by offering students a special borrower's card. Each year, approximately 500 students from 12 area high schools participate in the program, and a large percentage of the students continue to use the facilities and services on a regular basis.

CONTACT:

Rose Trupiano
Reference/Instruction Librarian
University of Wisconsin-Parkside
Box 2000
Kenosha, WI 53141-2000
(414) 553-2143

GEORGIA COLLEGE
Homework Hotline
Reference Number: 20791

In 1985, Baldwin County Schools and Georgia College began the Homework Hotline, a homework-assistance program for students in county classrooms, grades 1-12. The program was an adaptation and extension of homework-assistance programs in Philadelphia, Jacksonville, and Savannah and was initiated to improve the school performance of the county's school children. The program is available to all students, K-12, in the public

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and private schools of Baldwin County, Georgia.

Baldwin County Schools provide the funding for the teaching staff and the curriculum materials to which the teachers refer. Georgia College provides training for the teachers, telephone lines, and logistical support.

Two certified teachers assist students who call in with questions about their homework. The teachers are at phones in the School of Education building at Georgia College; they have at hand the curriculum materials used in the county schools. Students call in their problems between 5 and 8 PM on Tuesdays and Thursdays. Most homework problems are in the areas of math and language arts, and most callers are in the middle grades. Calls are usually 5-10 minutes long.

The Homework Hotline is an information service. Teachers participating in the program are directed not

to provide answers to specific problems; rather, teach the callers—working with them to use what they already know, determine what they need to do, and plan how to approach a particular problem.

Baldwin County Schools benefit from the program by providing ancillary instruction to their students. Georgia College's teacher-education unit benefits by being involved in the development of a novel approach to teaching, as well as by positive public recognition.

CONTACT:

Edward M. Wolpert
Dean, School of Education
Georgia College
Milledgeville, GA 31061
(912) 453-4546

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 Kay O. Watkins
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 Math, Technology
 Alamosa, CO 81102
 (719) 589-7706
 20300

Adams State College
 Adams State College and San
 Luis Valley Public School
 Districts
 J. Milford Clark
 Dean, School of Education
 and Behavioral Science
 Alamosa, CO 81102
 (719) 589-7936
 20301

Agnes Scott College
 Chemistry Teachers'
 Resource Center
 Alice J. Cunningham
 Professor of Chemistry
 Decatur, GA 30030
 (404) 371-6382
 20262

Albertus Magnus College
 Albertus Magnus/MOST
 Program
 Michael Arnold
 Dean of Continuing
 Education
 700 Prospect Street
 New Haven, CT 06511-1189
 (203) 773-8505
 20858

Albion College
 Foreign Languages in
 Elementary Schools
 Program
 Dr. Emmanuel Yewah
 Coordinator
 Albion, MI 49224
 (517) 629-0314
 20001

Albion College
 Kellogg Science Education
 Initiative
 Dr. Timothy Lincoln
 Coordinator
 Department of Geology
 Albion, MI 49224
 (517) 629-0486
 20002

Albion College
 College-Community Schools
 Cooperative Program
 Dr. Daniel P. Poteet II
 Provost
 Albion, MI 49224
 (517) 629-5573
 20033

Albion College
 Albion Civic Life Project
 Robert S. Lewis
 Program Director, Albion
 Civic Life Project
 P.O. Box 203
 Albion, MI 49224
 (517) 629-5573
 20034

Albion College
 Dramatics-in-Education
 Program
 Dr. J. Thomas Oosting
 Professor
 Albion, MI 49224
 (517) 629-0346
 20403

P. Allan Hancock College
 Central Coast Articulation
 Group
 Dr. Marylin Orton
 Associate Dean
 800 South College Drive
 Santa Maria, CA 93454
 (805) 922-6966, ext. 276
 20444

Alverno College
 High School-College
 Teaching Partnership in
 Critical Thinking
 Dr. Mary Diez
 Chair, Education Division
 3401 South 39th Street
 Milwaukee, WI 53215
 (414) 382-6214
 21058

P. American River College
 Partnership: American River
 College Articulation
 Council
 Stephen M. Epler
 Vice President, Instruction
 4700 College Oak Drive
 Sacramento, CA 95841
 (916) 484-8411
 21173

The American University
 Community Service
 Association
 Lou Anne Caligiuri
 Director, Student Activities
 220 MGC
 4400 Massachusetts Avenue,
 NW
 Washington, DC 20016
 (202) 885-3391
 20601

The American University
 American University's School
 Partnership
 Myra Sadker
 Acting Dean, School of
 Education
 4400 Massachusetts Avenue,
 NW
 Washington, DC 20016
 (202) 885-3720
 20603

The American University
 High School-College
 Internship Program
 Victoria A. Henderson
 Coordinator, Office of
 Minority Affairs
 4400 Massachusetts Avenue,
 NW
 Washington, DC 20016
 (202) 885-1250
 20693

P. Amherst College
 Western Massachusetts Five
 Colleges/Public School
 Partnership
 Mary Alice B. Wilson
 Coordinator, Five Colleges,
 Inc.
 P.O. Box 740
 Amherst, MA 01004
 (413) 256-8316
 21048

Angelina College
 High School/College
 Concurrent Enrollment
 Program
 Dr. Patricia McKenzie
 Dean of Instruction and
 Admissions
 P.O. Box 1768
 Lufkin, TX 75901
 (409) 639-1301
 20104

Angelina College
 Project Drop-In
 Jim Twohig
 Director, Admissions and
 Community Relations
 P.O. Box 1768
 Lufkin, TX 75901
 (409) 639-1301
 20605

Anne Arundel Community College Concurrent Enrollment Program Herb Curkin Admissions Director 101 College Avenue Arnold, MD 21012 (301) 544-2246 21183	Arizona State University Preschool Program Dr. Joan Moyer Program Coordinator College of Education Tempe, AZ 85287-1711 (602) 965-6176 20012	C. Art Academy of Cincinnati High School Workshop Program Anthony Batchelor Professor and Chair, Foundations Department Eden Park Drive Cincinnati, OH 45202 (513) 721-5205 21213	Austin Community College Eleventh and Twelfth Grade Enrollment Options Program Roger Boughton Dean of Instruction 1600 8th Avenue, NW Austin, MN 55912 (507) 433-0516 20071
Appalachian State University ASU-Public School Partnership Dr. Elizabeth W. Long Director, Reich College of Education Boone, NC 28608 (704) 262-6108 20260	Arizona State University Teacher Residency Project Dr. Gary Anderson Director College of Education Tempe, AZ 85287-1111 (602) 965-6255 20307	D. Asheville-Buncombe Technical Community College Regional Articulation in Vocational Education (RAVE) Pat Phillips Director, RAVE 340 Victoria Road Asheville, NC 28801 (704) 254-1921 20497	Baptist College at Charleston Trident Business Education Partnership Program Rick Brewer Director, External Relations P.O. Box 10087 Charleston, SC 29411 (803) 797-4417 20908
Aquinas College Aquinas-Rockford Mathematics Project for Middle Grades Dr. Jan Shroyer Professor of Mathematics 1607 Robinson Road Grand Rapids, MI 49506 (616) 459-8281 20268	Arizona State University Bureau of Educational Research and Service Dr. Margaret Mangini Director College of Education Tempe, AZ 85287-2611 (602) 965-3538 20381	E. Atlantic Union College Nashoba Valley Education Consortium Robert Malin Director, Continuing Education South Lancaster, MA 01561 (508) 368-2264 20746	Barry University Barry Early Credit Program Dr. Eileen McDonough Dean 11300 N.E. 2nd Avenue Miami, FL 33161 (305) 758-3392 20948
Arizona Board of Regents Arizona Minority Education Access and Achievement Cooperative Dr. Edward Johnson Assistant to the Executive Director 3030 North Central Avenue Phoenix, AZ 85012 (602) 255-4082 21273	Arizona State University A School-Industry-Community Approach to Development of Scientific Literacy Dr. Frederick Staley Director College of Education Tempe, AZ 85287-0911 (602) 965-3133 20537	F. Augusta College Lamar-Augusta College Adopt-A-School Program Rosco Williams Dean of Student Affairs 2500 Walton Way Augusta, GA 30910 (404) 737-1412 21134	Beaver College Beaver/Martin Luther King High School Senior Scholars Program Dr. Judith Walker Dean of Continuing Education Glenside, PA 19038 (215) 572-2998 20786
G. Arizona State University Center for Academic Precocity Dr. Eleanor Flake Director College of Education Tempe, AZ 85287-2711 (602) 965-4757 20011	Arizona State University Partner Project Dr. Paul W. Briggs Program Coordinator College of Education Tempe, AZ 85287-2611 (602) 965-3538 20538	H. Augustana College Quad Cities Academic Achievement Project Arne Selby Dean of the College Rock Island, IL 61201 (309) 794-7311 21000	Bee County College Articulation Agreement for Concurrent Enrollment Dr. Leonardo De La Garza Executive Vice President 3800 Charco Road Beeville, TX 78102 (512) 358-3130 21182
I. Armstrong State College Armstrong State College-DeRenne Middle School Partnership Dr. John Hansen Professor of Mathematics Savannah, GA 31419-1997 (912) 927-5317 20620			

Bellarmine College Young Leaders Institute Dr. Douglas P. Starr Director and Assistant Vice President for Academic Affairs Newburg Road Louisville, KY 40205 (502) 452-8467 20029	Bemidji State University BSU Education Department Intern Program Dr. Jack Reynolds Professor of Education E/A 346 Bemidji, MN 56601 (218) 755-3745 21010	Blue Ridge Community College Regional Articulation in Vocational Education (RAVE) Pat Phillips Director, RAVE A-B Technical College 340 Victoria Road Asheville, NC 28801 (704) 254-1921 20462	Bowling Green State University Saint Aloysius Lab School Keith Dearborn Professor of Music Education College of Musical Arts Bowling Green, OH 43403 (419) 372-2181 20106
Bellarmine College Advanced College Credit Program Dr. Douglas P. Starr Director and Assistant Vice President for Academic Affairs Newburg Road Louisville, KY 40205 (502) 452-8467 20117	Berea College High School-College Cooperative Learning Program Jackie Betts Program Coordinator Berea, KY 40404 (606) 986-9341, ext. 6507 21233	Boise State University Partners in Education Richard L. Hart Dean, College of Education Boise, ID 83725 (208) 385-1134 21131	Bowling Green State University Wood Lane Music Project Gregory DeNardo Assistant Professor of Music Education College of Musical Arts Bowling Green, OH 43403 (419) 372-2287 20107
Bellarmine College Leadership Education (LE) Dr. Diane Bennett Director and Assistant Professor Newburg Road Louisville, KY 40205 (502) 452-8161 20420	Berkshire Community College Northwest Regional Consortium for Improvement of Math and Science Teaching Dr. Mary M. Fuqua Dean of Graduate and Continuing Education North Adams, MA 01247 (413) 664-4511 20201	Boston College College Bound Dr. George T. Ladd Program Director Chestnut Hill, MA 02167 (617) 552-4235 20120	Bowling Green State University The Living Environment Dr. Thomas B. Cobb Director, Environmental Studies Bowling Green, OH 43403 (419) 372-8207 20339
Bellarmine College Leadership Education and Development Dr. Douglas P. Starr Director and Assistant Vice President for Academic Affairs Newburg Road Louisville, KY 40205 (502) 452-8467 21005	Berry College Berry College Mathematics League Robert Catanzano Professor of Mathematics Education 5014 Berry College Mount Berry, GA 30149 (404) 232-5374, ext. 2377 20720	Boston College BASIC Dr. Jean Mooney Associate Professor Chestnut Hill, MA 02167 (617) 552-4180 20199	Bowling Green State University Bowling Green Teaching Fellows Partnership Peggy Ishler Director, Field Experiences and Compliance Standards 318 Education Building Bowling Green, OH 43403 (419) 372-7389 20416
Bellevue Community College College-In-The-High-School Dolores B. Taylor Coordinator, College-In-The-High-School Program 3000 Landerholm Circle, SF Bellevue, WA 98007-6484 (206) 641-2674 20733	Bethune-Cookman College Junior University Dr. Ada P. Burnette Director, Kenan Program Daytona Beach, FL 32115 (904) 255-1401, ext. 373 20743	Bowie State University Bowie State/Prince George's County Public Schools Collaborative Task Force Jacqueline Brown University-School Liaison 0317 MLK Bowie, MD 21215 (301) 464-7552 20747	Bowling Green State University Instrumental Music Project P. Thomas Tallarico Chair, Department of Music Education College of Musical Arts Bowling Green, OH 43403 (419) 372-8578 20820
	Bethune-Cookman College Kenan Pre-College Program Dr. Ada P. Burnette Director, Kenan Program Daytona Beach, FL 32115 (904) 255-1401, ext. 373 20744	BGSU Cooperative Schools College of Musical Arts Bowling Green, OH 43403 (419) 372-2181 20006	

Bradley University Project Opportunity: An Institute to Promote Science, Math, and Health Career Preparation Nickie Roberson Associate Director, Enrollment Management Peoria, IL 61625 (309) 677-1000 20039	Bridgewater State College Southeastern Massachusetts School/College Consortium Dr. David J. Freitas Assistant Dean of Academic Affairs Bridgewater, MA 02325 (508) 697-1227 20142	Brigham Young University Public School Partnership Dan W. Andersen Dean, College of Education 343 MCKB Provo, UT 84602 (801) 378-3695 20354	Brown University Institute for Secondary Education Paula M. Evans Director, Programs for Teachers Box 1938 Providence, RI 02912 (401) 863-1487 21047
Bradley University Peoria County Bright Futures Dr. Judy Helm Associate Professor 206 Westlake Hall Peoria, IL 61625 (309) 677-3187 20061	Bridgewater State College Mathematics and Science Collaborative Dr. Jean Prendergast Professor Bridgewater, MA 02325 (508) 697-1200, ext. 2013 20186	Bristol Community College Tech-Prep/2+2 Associate Degree Program Edward R. Terceiro, Jr. Assistant Academic Dean 777 Elsbree Street Fall River, MA 02720 (508) 678-2811, ext. 185 21100	Bryn Mawr College Windows Into Science Enrichment (WISE) Stephen L. Gardiner Laboratory Coordinator Department of Biology Bryn Mawr, PA 19010 (215) 526-5094 20760
Brazosport College Southeast Texas Consortium for Educational Opportunity Dr. John C. Ray Lake Jackson, TX 77566 (409) 265-6131 21179	Bridgewater State College Project Bridge Dr. David J. Freitas Assistant Dean of Academic Affairs Bridgewater, MA 02325 (508) 697-1227 20187	Bronx Community College University Heights High School Carl Polowczyk Dean of Academic Affairs 181st at University Avenue Bronx, NY 10453 (212) 220-6185 20573	Burlington County College Partnerships With the Secondary School Community Bill Lake Coordinator, High School Articulation Pemberton-Browns Mills Road Pemberton, NJ 08068 (609) 894-9311, ext. 376 20469
Brescia College Math-Science Alliance Bob Cinnamon Chairman of Mathematics 120 West 7th Street Owensboro, KY 42301 (502) 686-4279 20338	Bridgewater State College School/College Consortium to Enhance Teaching of Science by Elementary School Teachers Dr. George A. Weygand Professor Bridgewater, MA 02325 (508) 697-1200, ext. 2081 20223	Brookdale Community College Project Impact, Project Hi-Tech Greg DeCinque Dean of Instruction Newman Springs Road Lincroft, NJ 07738 (201) 842-1900, ext. 263 21174	Burlington County College New Partnerships for Work and Learning Dr. Judith K. Winn Vice President and Dean of the College Pemberton-Browns Mills Road Pemberton, NJ 08068 (609) 894-9311 20498
Brevard Community College Instructional Linkage Project Dr. Lyndarae Martin Dean of Academic Services 1519 Clearlake Road Cocoa, FL 32922 (407) 632-1111 20150	Bridgewater State College Project 30 Dr. Jacquelyn Madry-Taylor Vice President for Academic Affairs Bridgewater, MA 02325 (508) 697-1295 21025	Broome Community College Early Admissions Barbara Bell Staff Associate, Vice President Academic Affairs P.O. Box 1017 Binghamton, NY 13902 (607) 771-5346 20852	Butte Community College Partnerships in Education Ernie Matlock Vice President for Instruction 3536 Butte Campus Drive Oroville, CA 95965 (916) 895-2547 20976
Bridgewater State College Bridgewater State College/ Bridgewater Public Schools Early Childhood Collaborative Dr. David J. Freitas Assistant Dean of Academic Affairs Bridgewater, MA 02325 (508) 697-1227 20141	Bridgewater State College State Higher Education Executive Officers (SHEEO) Collaborative Teacher Education Program Dr. Jacquelyn Madry-Taylor Vice President for Academic Affairs Bridgewater, MA 02325 (508) 697-1295 21028		

C

California Institute of Technology
Caltech's Minority Engineering Program
 Lee F. Browne
 Lecturer and Director,
 Minority Engineering
 Program
 107-51 Caltech
 Pasadena, CA 91125
 (818) 356-6207
 20639

California Institute of Technology
Secondary School Science Project
 Lee F. Browne
 Lecturer and Director,
 Secondary School Science
 Project
 10-63 Caltech
 Pasadena, CA 91125
 (818) 356-6207
 21072

California School of Professional Psychology
Teaching Psychology
 Dr. Lelia Veaco
 Associate Professor
 1350 M Street
 Fresno, CA 93721
 (209) 486-0432
 20998

California State Polytechnic University
PolyNet
 Dr. Robert Threlkeld
 Director, Distance Learning Center
 3801 West Temple Avenue
 Pomona, CA 91768
 (714) 869-2277
 21083

California State University, Bakersfield
Math, Engineering, Science Achievement (MESA)
 Jack R. Scott
 Director, MESA
 9001 Stockdale Highway
 Bakersfield, CA 93311
 (805) 664-2431
 20730

California State University, Chico
Northern California Academic Partnership Council
 Anne Nordhus
 Assistant to the Provost
 Chico, CA 95929-0110
 (916) 895-6101
 20352

California State University, Hayward
Minority High School Program
 Valerie Nii
 Associate Director, Student Affirmative Action
 25800 Carlos Bee Boulevard
 Hayward, CA 94542
 (415) 881-3982
 20020

California State University, Hayward
College Readiness Program
 Dr. Maria DeAnda-Ramos
 Director, Student Affirmative Action
 25800 Carlos Bee Boulevard
 Hayward, CA 94542
 (415) 881-3983
 20021

California State University, Hayward
Oakland/California State University, Hayward, New Teacher Support Project
 Louise B. Waters
 Associate Professor of Teacher Education
 Hayward, CA 94542
 (415) 881-3009
 20396

California State University, Northridge
Comprehensive Teacher Institute Policy Committee
 Dr. Faye L. Grindstaff
 Professor of Education
 School of Education
 Northridge, CA 91330
 (818) 885-2260
 20353

California State University, Sacramento
Capital Link Compact
 Diane Cordero de Noriega
 Associate Dean
 6000 J Street
 Sacramento, CA 95819
 (916) 278-6840
 20795

California State University, Stanislaus
Project Accept
 Diana Mayer Demetrulias
 Dean, School of Education
 801 West Monte Vista Avenue
 Turlock, CA 95380
 (209) 667-3145
 20319

California State University, Stanislaus
Single Subject Credential Fieldsite Program
 Jane Diekman
 Coordinator
 Department of Teacher Education
 Turlock, CA 95380
 (209) 667-3367
 21043

California University of Pennsylvania
Teacher Enhancement Center
 Dr. William R. Benedetti
 Dean, College of Education
 California, PA 15419
 (412) 938-4125
 21248

Cambridge Community College
Program for Advanced Opportunity
 Al Baas
 Director, Instruction
 151 S.W. County Road 70
 Cambridge, MN 55008
 (612) 689-1536
 20827

Canisius College
Serving the Community
 Patricia A. Rissmeyer
 Dean of Students
 2001 Main Street
 Buffalo, NY 14208
 (716) 888-2130
 20694

Canisius College
Alcohol Task Force
 Patricia A. Rissmeyer
 Dean of Students
 2001 Main Street
 Buffalo, NY 14208
 (716) 888-2130
 20700

Canisius College
Laboratory Equipment Assistance Program (LEAP)
 Joseph F. Bieron
 Professor of Chemistry
 Buffalo, NY 14208
 (716) 888-2357
 21249

Cape Fear Community College
Kenan Family Literacy Project
 Barbara R. Yount
 Director, Literacy Education
 411 North Front Street
 Wilmington, NC 28401
 (919) 343-0481
 21020

Capital University
College Readiness Program
 Harry Jebsen
 Acting Provost
 Columbus, OH 43209
 (614) 236-6108
 20032

Carleton College Summer Academic Enrichment Program for Multicultural Seventh Graders Muriel A. Grimmett Director, Multicultural Affairs Northfield, MN 55057 (507) 663-4014 20750	Case Western Reserve University Minority Engineers Industrial Opportunities Program Margaret E. Boulding Director, Minority Engineering Program Baker 116 Cleveland, OH 44106 (216) 368-2904 20079	Case Western Reserve University Case Pro-Engineering Program Margaret E. Boulding Director, Minority Engineering Program Baker 116 Cleveland, OH 44106 (216) 368-2904 20118	Case Western Reserve University Volunteer Tutoring Program (Project STEP-UP) Glen Odenbrett Assistant Director, Educational Support Pardee Hall 10900 Euclid Avenue Cleveland, OH 44106 (216) 368-5230 20534
Carleton College Multicultural Mentor Program Muriel A. Grimmett Director, Multicultural Affairs Northfield, MN 55057 (507) 663-4014 20751	Case Western Reserve University Upward Bound: Special Program for Preprofessional Students in Health Sciences Carrie A. Reeves Director 425 Pardee Hall 10900 Euclid Avenue Cleveland, OH 44106 (216) 368-3750 20110	Case Western Reserve University Health Careers/Health Opportunities Program Jessica Harwell Assistant Program Director Cleveland Urban Area Health Education Center 1464 East 105th Street, Suite 303 Cleveland, OH 44106 (216) 229-1280 20119	Case Western Reserve University Cleveland Free-Net Community Computer System Dr. Tom Grundner Director, Telecomputing Lab 319 Wickenden Building Cleveland, OH 44106 (216) 368-2733 20884
Carnegie Mellon University Westinghouse Science Academy Thomas E. Neudecker Assistant Vice President Pittsburgh, PA 15213 (412) 268-7646 20762	Case Western Reserve University Cleveland Initiative in Education Donald W. Chenelle Director, University Financial Aid 129 Pardee Hall 10900 Euclid Avenue Cleveland, OH 44106 (216) 368-3866 20111	Case Western Reserve University Cleveland Teacher Partnership A. J. Abramovitz Professor of Community Service Mandel School of Applied Social Sciences 2035 Abington Road Cleveland, OH 44106 (216) 368-5273 20413	Case Western Reserve University Dental Program for the Cleveland Schools Dr. Doris Thomas Patient Care Coordinator/Faculty 2123 Abington Road Cleveland, OH 44106 (216) 368-6757 20997
Carnegie Mellon University Computer Intensive Classroom Thomas E. Neudecker Assistant Vice President Pittsburgh, PA 15213 (412) 268-7646 20764	Case Western Reserve University Career Beginnings A. J. Abramovitz Professor of Community Service Mandel School of Applied Social Sciences 2035 Abington Road Cleveland, OH 44106 (216) 368-3632 20414	Case Western Reserve University Cleveland Collaborative for Science John D. McGervey Professor of Physics Department of Physics Cleveland, OH 44106 (216) 368-3632 20414	Case Western Reserve University Retraining Program in Physics for High School Science Teachers John D. McGervey Professor of Physics Department of Physics Cleveland, OH 44106 (216) 368-3632 21168
Carveret Community College Computer Collaborative Paul A. Stokes Chairman, Business Technical Division 3505 Arendell Street Morehead City, NC 28557 (919) 247-3097 20713	Case Western Reserve University Cleveland School of the Arts Richard Baznik Vice President for Public Affairs Cleveland, OH 44106 (216) 368-2338 20438	Case Western Reserve University Student Teaching Field Experience Merlin Ager Chairman, Department of Education Box 601 Cedarville, OH 45314 (513) 766-2211 21004	Cedarville College Student Teaching Field Experience Merlin Ager Chairman, Department of Education Box 601 Cedarville, OH 45314 (513) 766-2211 21004

Centenary College Northwestern New Jersey Academic Collaborative Dr. Eleanor Carducci Assistant Professor 400 Jefferson Street Hackettstown, NJ 07840 (201) 852-1400, ext. 269 20550	Central Missouri State University Young Authors' Conference Dr. Kathryn Carr Director, The Reading Center Warrensburg, MO 64093 (816) 429-4023 20748	Central Washington University Central Washington University/Superintendent of Public Instruction Agreement Dr. F. Ross Byrd Chair, Business Education and Administration Management Ellensburg, WA 98926 (509) 963-2611 20351	Christopher Newport College Mathews High School/ Christopher Newport College Scholars Program Keith McLoughland Director, Admissions 50 Shoe Lane Newport News, VA 23606 (804) 594-7015 20099
Central Community College -Platte Campus Central Nebraska Educational Consortium Dr. Peter D. Rush Campus President Columbus, NE 68601 (402) 564-7132 20080	Central Missouri State University Best-and Brightest Recruitment Dr. Jim Hudson Professor Warrensburg, MO 64093 (816) 429-4235 21018	Centre College Southern Bluegrass Science Exposition Preston Miles Chair, Organizing Committee Southern Bluegrass Science Exposition Danville, KY 40422 (606) 236-5211 20052	Christopher Newport College Newport News Schools/CNC Japanese Instruction Program Dr. Kimihiko Nomura Assistant Professor of Japanese 50 Shoe Lane Newport News, VA 23606 (804) 594-7062 20100
Central Florida Community College Project Success Lorenzo S. Edwards Director, Minority Affairs P.O. Box 1388 Ocala, FL 32678 (904) 237-2111, ext. 647 20822	Central Missouri State University Graduated Entry Dr. John R. Zelazek Assistant Professor 300 Lovinger Warrensburg, MO 64093 (816) 429-4235 21019	Centre College Senior Scholars at Centre Preston Miles Program Director Danville, KY 40422 (606) 236-5211 20053	Christopher Newport College CNC/Public Schools Drama Program Dr. Jay Paul Professor of English 50 Shoe Lane Newport News, VA 23606 (804) 594-7072 20101
Central Missouri State University Mentor Teacher Inservice Program Dr. Joseph J. Snoble Professor of Physics and Science Education Warrensburg, MO 64093 (816) 429-4930 20180	Central State University CSU Adopted Schools Program Dr. Jerrie C. Scott Director, Center for Studies of Urban Literacy Wilberforce, OH 45384 (513) 376-6536 20532	Chadron State College Science and Mathematics Learning Center Dr. Monty Fickel Math Director and Science Director Chadron, NE 69337 (308) 432-3892 20378	Christopher Newport College Foreign Languages Conference Dr. Richard Guthrie Chairman, Department of Modern and Classical Languages and Literature 50 Shoe Lane Newport News, VA 23606 (804) 594-7058/7020 20163
Central Missouri State University Faculty Exchange Program Patricia A. Van Decar Assistant Professor of Education Department of Curriculum and Instruction 300 Lovinger Hall Warrensburg, MO 64093 (816) 429-4235 20525	Central Virginia Community College 2+2 and 2+1 Dr. Roger Beeker Chairman, Engineering Division 3506 Wards Road Lynchburg, VA 24502 (804) 386-4666 20491	Charles R. Drew University of Medicine and Science King/Drew Medical Magnet High School—A Partnership Dr. Lewis M. King Academic Vice President 1621 East 120th Street Los Angeles, CA 90059 (213) 563-4974 20536	Christopher Newport College Physics Alliance Dr. Fred Hartline Assistant Professor of Physics 50 Shoe Lane Newport News, VA 23606 (804) 594-7181 20164
	Central Virginia Community College Alliance for Excellence Dr. Dorothy Quarles Coordinator, Counseling Services 3506 Wards Road Lynchburg, VA 24502 (804) 386-4533 20710		

Christopher Newport College Partners in Mathematics Dr. Stavroula Gailey Chair, Department of Mathematics 50 Shoe Lane Newport News, VA 23606 (804) 594-7081 20165	City University of New York, Baruch College Workers Education Incentive Award Program Dr. Carol Phillips Director, Continuing Studies 17 Lexington Avenue New York, NY 10010 (212) 725-7172 20253	City University of New York, Queens College Townsend Harris High School at Queens College Robert L. Haan Director, College Preparatory Programs 65-30 Kissena Boulevard Flushing, NY 11367 (718) 520-7022 21115	Claremont Graduate School The California Partnership Dr. Mary Poplin Director, The California Partnership Harper Hall 30 150 East 10th Street Claremont, CA 91711 (714) 621-8076 20350
Christopher Newport College Summer Institute for the Arts Dr. Rita C. Hubbard Chair, Department of Arts and Communication 50 Shoe Lane Newport News, VA 23606 (804) 594-7073 21147	City University of New York, Brooklyn College Brooklyn College Academy (Middle College Collaborative High School) Rose Erwin Vice President for Finance and Administration 2439 Boylan Hall Bedford Avenue and Avenue H Brooklyn, NY 11210 (718) 780-5116 20663	City University of New York, Queens College Louis Armstrong Middle School-Queer's College Dr. Alan J. Simon Director of the Collaboration 32-02 Junction Boulevard East Elmhurst, NY 11369 (718) 651-9100 21158	Clarion University Center for Educational Leadership Dr. Claude G. Perkins Director, Center for Educational Leadership College of Education Clarion, PA 16214 (814) 226-2072 20386
City University City University Alliance with Seattle Schools Dr. R. Brooks Eaker Associate Dean, School of Education 4030 86th Street, SE Mercer Island, WA 98040 (206) 232-8751 20166	City University of New York, LaGuardia Community College Middle College High School Dr. Janet E. Lieberman Special Assistant to the President 31-10 Thomson Avenue Long Island City, NY 11101 (718) 482-5049 21103	Clackamas Community College Tri-City Alternative Program Dian Connell Assistant Dean 19600 South Molalla Avenue Oregon City, OR 97045 (503) 657-8400 20726	Clark County Community College/Clark County School District CCCC/CCSD Articulation Program Mary R. Malley Coordinator Clark County Community College 3200 East Cheyenne Avenue North Las Vegas, NV 89030 (702) 643-6060, ext. 487 20456
City University of New York New York Alliance for the Public Schools Barbara Probst Executive Director 32 Washington Place New York, NY 10003 (212) 998-6770 20254	City University of New York, LaGuardia Community College The International High School Dr. Janet E. Lieberman Special Assistant to the President 31-10 Thomson Avenue Long Island City, NY 11101 (781) 482-5049 21185	Clackamas Community College High School Make-Up Classes Dian Connell Assistant Dean 19600 South Molalla Avenue Oregon City, OR 97045 (503) 657-8400 20727	Clark University Application of Mathematics Laura Myers Director, College of Professional and Continuing Education 950 Main Street Worcester, MA 01610 (508) 793-7408 20298
City University of New York Project Staple Dr. Christian Suggs Project Director Office of Academic Affairs 535 East 80th Street New York, NY 10021 (212) 794-5442 20264	City University of New York, LaGuardia Community College Vocational Options Program Dian Connell Assistant Dean 19600 South Molalla Avenue Oregon City, OR 97045 (503) 657-0400 20728		Clarke College Piano Preparatory Program Marian Thornton Instructor in Music Route 2, Box 39 Decatur, MS 39327 (601) 635-2911 21167

Clarkson University Summer Chemistry Research Richard Partch Professor of Chemistry Potsdam, NY 13676 (315) 268-2351/2389 20147	Cleveland State University Greater Cleveland Educational Development Center Jeanne Sternad Director, Greater Cleveland Educational Development Center Rhodes Tower 1355 Euclid Avenue at East 24th Street Cleveland, OH 44115 (216) 523-7107 20401	Coastline Community College Summer High School/College Enhancement Program K. D. Yglesias Associate Dean 11460 Warner Avenue Fountain Valley, CA 92708 (714) 241-6173 20824	Columbia University, Teachers College New York Alliance for the Public Schools Barbara Probst Executive Director 32 Washington Place New York, NY 10003 (212) 998-6770 20254
Clarkson University Leadership Challenge Kathleen A. Howe Assistant to the Dean School of Management Potsdam, NY 13676 (315) 268-2300/2301 20621	Cleveland State University Teacher Training Centers/ Classroom Teacher Educators Urban/Suburban Consortium Robert H. MacNaughton Professor and Director, Office of Field Services College of Education Cleveland, OH 44115 (216) 687-4572 21054	Coker College Darlington County Project 2061 Dr. Malcolm C. Doubles Provost Hartsville, SC 29550 (803) 332-1381 20486	Columbus State Community College Coleus State's Articulation and Outreach Programs Connie Faddis Coordinator, High School Articulation 550 East Spring Street Columbus, OH 43216 (614) 227-2501 20993
Cleveland Institute of Art Summer Scholars Program William Martin Jean Director, Continuing Education 11141 East Boulevard Cleveland, OH 44106 (216) 229-0895 20059	Cleveland State University Teacher Induction Program Dr. Thomas W. Frew Associate Dean, College of Education 1983 East 24th Street Cleveland, OH 44115 (216) 687-3737 21055	Coker College South Carolina Governor's School Dr. Malcolm C. Doubles Provost Hartsville, SC 29550 (803) 332-1381 20851	Community College of Allegheny County, Boyce Campus Secondary/Postsecondary Joint Technical Programs Daniel Ohara Dean of Instruction 595 Beatty Road Monroeville, PA 15146 (412) 733-4280 21247
Cleveland Institute of Art Basic Art Support in the Curriculum (BASIC) William Martin Jean Director, Continuing Education 11141 East Boulevard Cleveland, OH 44106 (216) 229-0895 20402	Cleveland State University Visiting Instructor Program J. John Harris III Dean, College of Education Rhodes Tower 1416 Euclid Avenue at East 24th Street Cleveland, OH 44115 (216) 687-3737 21056	Columbia College Partners in Progress Kay Van Toorn Development Administrative Assistant Columbia, MO 65216 (314) 875-7561 20628	Community College of Allegheny County, South Campus Partnership Cities-In-Schools Dr. Thomas A. Juravich Vice President and Executive Dean 1750 Clairton Road, Route 885 West Mifflin, PA 15122 (412) 469-6300 20655
Cleveland State University EQUALS Mathematical Inservice for Teachers Jeanne Sternad Director, Greater Cleveland Educational Development Center Rhodes Tower 1355 Euclid Avenue at East 24th Street Cleveland, OH 44115 (216) 523-7107 20400		Columbia University, Teachers College Professional Development School Margaret J. Shepherd Professor of Special Education 525 West 120th Street, Box 223 New York, NY 10027 (212) 678-3869 20190	

Community College of Allegheny County, South Campus Gifted and Talented Conference and Exposition Cooperative John R. Starmack Professor of Mathematics 1750 Clairton Road, Route 885 West Mifflin, PA 15122 (412) 469-6229 20656	Community College of Luzerne County Northeastern Pennsylvania Writing Project Dr. William D. Camp Provost Nanticoke, PA 18634 (717) 829-7379 20475	Concordia College Valley and Lakes Education District Marilyn J. Guy Chair, Education Department Moorhead, MN 56560 (218) 299-3910 20992	Cornell University Cornell Committee on Education and the Community (CCEC) Katherine Doob Director, Special Outreach Programs B-40 Day Hall Ithaca, NY 14850 (607) 255-8602 21122
Community College of Allegheny County, South Campus CCAC and Equitable Gas Company Partnership Dr. Richard L. Croll Dean of Instruction 1750 Clairton Road, Route 885 West Mifflin, PA 15122 (412) 469-6330 20657	Community College of Micronesia Inservice Teacher Education Program Timothy Jerry Dean of Instruction P.O. Box 159 Kolonia Pohnpei, Eastern Caroline Islands 96941 20330	Cooper Union for the Advancement of Science and Art Summer Research Internship Program Arsete Lucchesi Associate Dean 41 Cooper Square New York, NY 10003 (212) 353-4289 20815	Craven Community College Step-Ahead Dr. Lewis S. Redd Dean of the College P.O. Box 885 New Bern, NC 28560 (919) 638-4131 20907
Community College of Allegheny County, South Campus Secondary Honors Program Fast-Paced Mathematics Cooperative Dr. Richard L. Croll Dean of Instruction 1750 Clairton Road, Route 885 West Mifflin, PA 15122 (412) 469-6330 20658	Community College of Rhode Island 2+2 Tech-Prep Associate Degree Program Robert Silvestre Vice President for Academic Affairs 400 East Avenue Warwick, RI 02889 (401) 825-2142 20508	Cooper Union for the Advancement of Science and Art Saturday Art Program Marina Gutierrez Director, Saturday Art Program 41 Cooper Square New York, NY 10003 (212) 353-4108 20817	Creighton University Metro Area Teachers Institute (MATI) Dr. David Higginson Assistant Academic Vice President Administration Building 24th at California Street Omaha, NE 68178 (402) 280-2772 20299
Community College of Allegheny County, South Campus Summer Ecological and Biological Experience Cooperative Dr. Barbara Lax Professor of Biological Science 1750 Clairton Road, Route 885 West Mifflin, PA 15122 (412) 469-6231 20659	Community College of Vermont Vermont Partners in Education John Sweeney Project Manager P.O. Box 120 Waterbury, VT 05676 (802) 244-6978 20569	Cooper Union for the Advancement of Science and Art Summer Art Program for High School Students Lee Anne Miller Dean, School of Art 41 Cooper Square New York, NY 10003 (212) 353-4200 20818	Crowder College Crowder College Alternative School Marsha Dilliner Coordinator, Alternative School Neosho, MO 64850 (417) 451-3584 20842
	Compton Community College School, College, University Partnership (SCUP) Ida L. Frisby Acting Dean of Instruction and Curriculum 1111 East Artesia Boulevard Compton, CA 90221-5393 (213) 637-2660, ext. 428 20736	Corcoran School of Art HI/SCIP Sharon Hunter Director, Admissions 17th and New York Avenue, NW Washington, DC 20006 (202) 628-9484 20722	Cumberland County College 2+2 Tech-Prep Program Dr. Gretchen J. Naff Vice President of Academic and Student Affairs P.O. Box 517 Vineland, NJ 08360 (609) 691-8600 20470

Cumberland County College Dual Credit Program Michael A. Zaccaria Dean of Academic Services P.O. Box 517 Vineland, NJ 08360 (609) 691-8600 20471	F. Dartmouth College/ Phillips Academy Andover-Dartmouth Urban Math Teachers' Institute C. Dwight Lahr Dean of Faculty Hanover, NH 03755 (603) 646-3999 21219	Delgado Community College Urban Tech-Prep Collaborative Anthony Molina Coordinator, Tech-Prep 615 City Park Avenue New Orleans, LA 70119 (504) 483-4244 20482	Dodge City Community College DCCC/USD 443 Alliance Dr. Irwin Noyes Vice President of Academic Affairs 2501 North 14th Street Dodge City, KS 67801 (316) 225-1321 20105
D			
Dabney S. Lancaster Community College DSLCC/Buena Vista Public Schools System Project Share Michael Scott Division Chair, Arts and Sciences Route 60 West Clifton Forge, VA 24422 (703) 862-4246 20102	David Lipscomb College Project Pencil Jacky R. Davis Assistant Vice President Granny White Pike Nashville, TN 37204-3951 (615) 269-1000 20563	De Paul University School Partnership Program Barbara Radner Project Director 2323 North Seminary Chicago, IL 60614 (312) 341-8173 20321	Drury College Adopt-A-School Daniel R. Beach Director, Teacher Education 900 North Benton Springfield, MO 65802 (417) 865-8731 20562
Dakota Wesleyan University Graduate Program for Elementary Teachers Dr. Theresa J. Bross Chair, Education Department Mitchell, SD 57301 (605) 995-2627 20296	Davis & Elkins College Partnership Program Dr. Abbot A. Brayton Vice President Elkins, WV 26241 (304) 636-1900 20442	De Paul University Citi-Educators Barbara Radner Project Director 2323 North Seminary Chicago, IL 60614 (312) 341-8173 20999	Duquesne University Collaborative School-Based Clinical Training Program for Teachers Dr. Derek Whordley Dean, School of Education Pittsburgh, PA 15282 (412) 434-6095 20158
Dakota Wesleyan University Writing in the Elementary Schools Dr. Theresa J. Bross Chair, Education Department Mitchell, SD 57301 (605) 995-2627 20297	De Anza College 2+2 ROP Program Michael G. Sullivan Dean of Instruction, Career, and Technical Education 21250 Stevens Creek Boulevard Cupertino, CA 95014 (408) 864-8709 20527	De Paul University Parents Planning for Progress Barbara Radner Project Director 2323 North Seminary Chicago, IL 60614 (312) 341-8173 21127	F. Dutchess Community College PREMISE Carol Stevens Director, Evening Services Pendell Road Poughkeepsie, NY 12601 (914) 471-4500 20667
Dakota Wesleyan University Building Lab Coordinators Dr. Theresa J. Bross Chair, Education Department Mitchell, SD 57301 (605) 995-2627 20384	De Anza College Middle College Program Dr. Steven L. Sellitti Dean, Special Education Programs 21250 Stevens Creek Boulevard Cupertino, CA 95014 (408) 864-8923 20618	DePauw University DePauw High School Collaboration Program John B. White Associate Dean of Academic Affairs College Avenue Greencastle, IN 46135 (317) 658-4740 20411	F. D'Youville College The D'Youville Porter Campus School Dr. Robert A. DiSibio Chairman, Division of Education 320 Porter Avenue Buffalo, NY 14230 (716) 881-7610 20990
	F. Delaware Technical and Community College Tech-Prep Dr. James R. Campbell Executive Director I.T.D. 1898 North Dupont Highway Dover, DE 19901 (302) 739-6163 20424	DeVry Institute of Technology Adopt-A-School Ram Gayakwad Dean of Academic Affairs 12801 Crossroads Parkway, South City of Industry, CA 91746 (213) 699-9927 20535	

D'Youville College
 The Leonardo da Vinci High School
 Dr. Robert A. DiSibio
 Chairman, Division of Education
 320 Porter Avenue
 Buffalo, NY 14230
 (716) 881-7610
 20991

E

Earlham College
 Cooperative Educational Opportunities
 Ann Runyon
 Executive Officer
 CEO Office
 Box EC-23
 Richmond, IN 47374
 (317) 983-1252
 20058

East Los Angeles College
 Non-Credit Enrichment Programs
 Kenneth L. Hunt
 Dean of Academic Affairs
 1301 Brooklyn Avenue
 Monterey Park, CA 91754
 (213) 265-8723
 21234

East Stroudsburg University
 Partners in Education
 J. Michael Davis
 Dean, School of Professional Studies
 East Stroudsburg, PA 18301
 (717) 424-3377
 20774

East Texas State University
 A Cooperative Program for Developing Basic Mathematics Skills
 Stuart Anderson
 Head, Department of Mathematics
 Commerce, TX 75428
 (214) 886-5157
 20803

East Texas State University
 East Texas School Study Council (ETSSC)
 Dr. Lynn Turner
 Director, East Texas School Study Council
 Commerce, TX 75429
 (214) 886-5516
 21235

Eastern Iowa Community College District
 Hazardous Materials Technician Program
 Dr. David Claeys
 Dean of Academic Affairs
 Scott Community College
 500 Belmont Road
 Bettendorf, IA 52722
 (319) 359-7531
 20510

Eastern Iowa Community College District
 Principles of Technology
 Dr. David Claeys
 Dean of Academic Affairs
 Scott Community College
 500 Belmont Road
 Bettendorf, IA 52722
 (319) 359-7531
 20511

Eastern Iowa Community College District
 Articulation Agreements
 Dr. David Claeys
 Dean of Academic Affairs
 Scott Community College
 500 Belmont Road
 Bettendorf, IA 52722
 (319) 359-7531
 20641

Eastern Michigan University
 Teaching Effectiveness and Demonstration Classroom Project
 Dr. Robbie Johnson
 Director, Pre-Student Teaching and Student Teaching
 101 Boone Hall
 Ypsilanti, MI 48197
 (313) 487-1416
 20366

Eastern Michigan University
 Collaborative School Improvement Program (C-SIP)
 Mary Green
 Associate Dean, College of Education
 129 Boone Hall
 Ypsilanti, MI 48197
 (313) 487-3134
 20367

Eastern Michigan University
 School Improvement Facilitator Training Program
 Dr. Marylyn Lake
 Associate Professor
 111 King Hall
 Ypsilanti, MI 48197
 (313) 487-3134
 20368

Eastern Michigan University
 Collaboration for the Improvement of Teacher Education (CITE)
 Amy B. Colton
 Project Director, CITE
 234 Boone Hall
 Ypsilanti, MI 48197
 (313) 487-2058
 20369

Eastern Michigan University
 Rational Approaches to Practical School-Wide Discipline (RASPD)
 Trevor Gardner
 Director, RASPD, and Assistant Professor of Teacher Education
 234 Boone Hall
 Ypsilanti, MI 48197
 (313) 487-1418
 20370

Eastern Washington University
 Eastern Washington Educational Consortium
 William K. Katz
 Dean, School of Human Learning and Development
 MS-186
 Cheney, WA 99004
 (509) 359-2328
 20499

Edinboro University
 Project ERIE
 Dr. James R. Flynn
 Chairperson, Department of Educational Services
 322 Butterfield Hall
 Edinboro, PA 16444
 (814) 732-2830
 20838

Edinboro University
 Enhancement of Reasoning Through Microcomputer Research Modeling
 Dr. Jack Culbertson
 Department Chair
 Psychology Department
 Edinboro, PA 16444
 (814) 732-2774
 21116

Edison Community College
 Edison/Tanglewood School
 Adopt-A-School Program
 Max Rieves
 Vice President for Student Services
 P.O. Box 06210
 Fort Myers, FL 33906-6210
 (813) 489-9300
 20821

El Camino College
 South Bay Center for the Arts
 High School Conservatory
 Philip Westin
 Dean of Fine Arts
 16007 South Crenshaw
 Torrance, CA 90506
 (213) 715-3715
 20015

El Centro College
El Centro Middle College
 High
 Dr. Wright L. Lassiter, Jr.
 President
 Main and Lamar
 Dallas, TX 75202-3604
 (214) 746-2011
 20800

El Paso Community College
 Special Programs—JTPA
 Private Industry Council
 Leo Pineda
 Coordinator, Special
 Programs
 P.O. Box 20500
 El Paso, TX 79998
 (915) 534-3415
 20763

Embry-Riddle Aeronautical University
 Upward Bound
 Carol A. Grandinetti
 Program Director
 Daytona Beach, FL 32114
 (904) 239-6728
 20946

Emory University
 The National Faculty of
 Humanities, Arts, and
 Sciences
 Dr. Benjamin Ladner
 President
 1676 Clifton Road
 Atlanta, GA 30322
 (no telephone number
 provided)
 20168

Emporia State University
 Flint Hills Educational
 Research and Development
 Association
 Jack Skillett
 Dean, The Teachers College
 Emporia, KS 66801
 (316) 343-5367
 20606

Erie Community College
 High School Articulation
 Agreements
 George A. Thomas
 Vice President for Academic
 Affairs
 Main Street and Youngs Road
 Williamsville, NY 14221
 (716) 634-0800
 20494

Essex County College
 Chapter 1
 Stephanie Arrington
 Director, Chapter 1
 303 University Avenue
 Newark, NJ 07102
 (201) 877-3160
 20721

Essex County College
 The Integrated Partnership
 Program
 Dr. John Seabrook
 Special Assistant to the
 President
 303 University Avenue
 Newark, NJ 07102
 (201) 877-1867
 20843

Essex County College
 Pre-College Consortium
 Carolyn Miller
 Director, Pre-College
 Consortium
 303 University Avenue
 Newark, NJ 07102
 (201) 877-3389
 20850

Essex County College
 Upward Bound
 Betty Foster
 Director, Special Programs
 303 University Avenue
 Newark, NJ 07102
 (201) 877-3196
 20940

Essex County College
 Talent Search Project
 Betty Foster
 Director, Special Programs
 303 University Avenue
 Newark, NJ 07102
 (201) 877-3196
 20941

Evergreen Valley College
 ENLACE: A Community
 Investment in Education
 Margarita Maestas-Flores
 Program/Mentor Coordinator
 3095 Yerba Buena Road
 San Jose, CA 95135
 (408) 274-7900, ext. 6598
 20729

**Experiment in
 International Living-
 School for International
 Training**
 Peace and Global Resource
 Exchange (PGRE)
 Ward Heneveld
 Director
 Kipling Road
 P.O. Box 676
 Brattleboro, VT 05301
 (802) 257-7751, ext. 307
 20809

F

**Fairleigh Dickinson
 University**
 Middle College-Partnership
 Kenneth T. Vehrken
 Associate Vice President for
 Academic Affairs
 150 Kotte Place
 Hackensack, NJ 07601
 (201) 692-2675
 21123

**Fayetteville Technical
 Community College**
 Cooperative Program
 Harold B. Thompson
 Director, Special Programs
 P.O. Box 35236
 Fayetteville, NC 28303
 (919) 323-1961
 20126

Ferrum College
 Adopt-A-School and
 Cooperative Teacher
 Education Program
 Dr. Joseph L. Carter
 Dean of the College
 Ferrum, VA 24088
 (703) 365-4206
 20256

Fitchburg State College
 Circle Collaborative
 Dr. Michele Moran Zide
 Collaborative Project Director
 160 Pearl Street
 Fitchburg, MA 01420
 (508) 345-2151
 20200

Fitchburg State College
 Mathematics and Science
 Curricula Revision K-12
 Dr. Michele Moran Zide
 Collaborative Project Director
 160 Pearl Street
 Fitchburg, MA 01420
 (508) 345-2151
 21112

Florida A & M University
 Preservice Teacher
 Assessment Project
 (PSTAP)
 Dr. Elinor V. Ellis
 Associate Professor
 Box 106
 Tallahassee, FL 32307
 (904) 599-3366
 20290

Florida A & M University
 Panhandle Center for
 Excellence in Math,
 Science, Computers, and
 Technology
 Dr. William P. Halpern
 Codirector, Panhandle Center
 for Excellence
 Department of Chemistry
 11000 University Parkway
 Pensacola, FL 32514
 (904) 474-2741
 20153

Florida A & M University
 FAMU/Bond and Nims
 School Mentor Program
 Dr. Elinor V. Ellis
 Associate Professor of
 Education
 College of Education
 Gore Education Complex
 Box 106
 Tallahassee, FL 32304
 (904) 599-3366
 20580



Florida Atlantic University FAU-Ely Partnership Dr. Robert F. Stetson Acting Dean of Undergraduate Studies Boca Raton, FL 33431 (407) 367-3064 20923	Florida International University Vested Interest Program (VIP) Caryl M. Grof Director, Special Programs Office of Undergraduate Studies University Park Campus Miami, FL 33199 (305) 554-2099 20742	Florida State University CASE Analysis—A Mentor Program Dr. Virginia Green Associate Dean, Undergraduate Studies, and Professor of Early Childhood Education 236 Stone Building Tallahassee, FL 32306-5000 (904) 644-6885 20242	Florida State University Capitol Regional Science and Engineering Fair Dr. Patricia C. Hayward Director, Office of Science Teaching Activities Department of Biological Science 227 Conradi Building Tallahassee, FL 32306 (904) 644-6747-3050 20738
Florida Atlantic University College Reach-Out Deborah Minney Director, College Reach-Out Trailer MT-2 Boca Raton, FL 33431 (407) 367-3959 20924	Florida International University Florida Action For Minorities In Engineering Gustavo Roig Associate Professor University Park Campus Miami, FL 33199 (305) 554-2807 20925	Florida State University Reactivity Network E. K. Mellon Professor Department of Chemistry Tallahassee, FL 32306-3006 (904) 644-4074 20502	Florida State University Distinguished Lecture Series Carole Lockridge Series Administrator Center for Professional Development Tallahassee, FL 32306-2027 (904) 644-7543 20739
Florida Atlantic University Creating and Retaining Winners for Palm Beach County Classrooms Dr. Dan Weppner Associate Professor College of Education Boca Raton, FL 33431 (407) 367-3550 20947	Florida International University Partners in Progress Program (PIP) Dr. Rosa L. Jones Acting Associate Dean of Undergraduate Studies North Miami Campus North Miami, FL 33181 (305) 940-5754 21118	Florida State University FSU-Developmental Research School Partnership Dr. Charles Imwold Department Head 104 Tully Gym Tallahassee, FL 32306-3045 (904) 644-4813 20526	Florida State University Saturday-at-the-Sea (SATS) Dr. Patricia C. Hayward Director, Office of Science Teaching Activities Department of Biological Science 227 Conradi Building Tallahassee, FL 32306-3050 (904) 644-6747 20740
Florida Atlantic University SECME Richard Mader Director, Minority Engineering Program P.O. Box 3091 Boca Raton, FL 33431 (407) 367-2680 20951	Florida State University Cooperating Teacher Project Kenneth Tobin Professor of Science Education 203 Milton Carothers Hall Tallahassee, FL 32306 (904) 644-2792 20171	Florida State University Family/School/Community Partnership Program (FSC) Dr. Carolyn Herrington Associate Director Center for Education in Policy Studies 312 Stone Building Tallahassee, FL 32306-5000 (904) 644-5042 20617	Foothill College Instructional Support Center Beverly Coe Coordinator 12345 El Monte Road Los Altos Hills, CA 94022 (415) 949-7614 20632
Florida International University Junior High Gifted Student Program Gautam Ray Professor and Chairman, Mechanical Engineering VH 134 University Park Campus Miami, FL 33199 (305) 554-2569 20741	Florida State University Educational Leadership Consortium (ELC) Bill Snyder Professor and Coordinator, ELC 113 Stone Building Tallahassee, FL 32306 (904) 386-3176 20241	Florida State University Young Scholars Program Dr. Patricia C. Hayward Director, Office of Science Teaching Activities Department of Biological Science 227 Conradi Building Tallahassee, FL 32306-3050 (904) 644-6747 20737	Fordham University New York Alliance for the Public Schools Barbara Probst Executive Director 32 Washington Place New York, NY 10003 (212) 998-6770 20254

Fordham University
 National Network for
 Educational Renewal/New
 York Alliance for Public
 Schools
 Dr. Thomas A. Mulkeen
 Associate Professor, APUE
 Box 201
 Lincoln Center, NY 10023
 (212) 841-5292
 20572

Fordham University
 Science and Technology
 Entry Program (STEP)
 Michael A. Molina
 Director, STEP
 Hughes Hall Basement
 Bronx, NY 10458
 (212) 579-2985
 20905

**Fordham University, College
 at Lincoln Center**
 Science Monitoring Project
 Edward Bristow
 Associate Dean
 113 West 60th Street
 New York, NY 10023
 (212) 841-5380
 20917

**Forsyth Technical
 Community College**
 Satelite Counselor Program
 Susan Q. Phelps
 Dean, Student Services
 Division
 2100 Silas Creek Parkway
 Winston-Salem, NC 27103
 (919) 723-0371
 20706

**Fort Hays State
 University**
 Special Education
 Endorsement Project
 Dr. Ninja Smith
 Chair, Department of Special
 Education
 Hays, KS 67601
 (913) 628-4213
 20179

Franklin College
 Running Start
 David C. Dewitt
 Associate Director,
 Admissions
 Office of Admissions
 Franklin, IN 46131
 (317) 736-8441
 20775

Franklin Institute of Boston
 Benjamin Franklin High
 School Collaborative
 Richard K. Fields
 Dean of Community and
 Continuing Education
 41 Berkeley Street
 Boston, MA 02116
 (617) 423-4630
 20143

**Front Range Community
 College**
 Adams City Middle School
 Learning Team
 Terri Ellerbruch
 Publications Department
 3645 West 112th Avenue
 Westminster, CO 80030
 (303) 466-8811, ext. 306
 21260

Fullerton College
 Management of
 Manufacturing: A 2+2+2
 Articulated Approach
 Kathleen A. Baker
 Director, School and College
 Relations
 321 East Chapman Avenue
 Fullerton, CA 92634
 (714) 992-7528
 20455

Furman University
 Upstate Schools Consortium
 Dr. Herbert B. Tyler
 Chairman, Department of
 Education
 Furman University
 Greenville, SC 29613
 (803) 294-3086
 20261

G

Gallaudet University
 National Research to
 Development Network for
 Public School Programs for
 the Hearing Impaired
 Thomas N. Kluwin
 Professor
 KDES/PAS 9
 800 Florida Avenue, NE
 Washington, DC 20002
 (202) 651-5205
 20447

Gallaudet University
 Young Scholars Program
 (YSP) and Summer Science
 Program (SSP)

Dr. Richard W. Meisegeier
 Director, Honors Program
 800 Florida Avenue, NE
 Washington, DC 20002
 (202) 651-5550
 20685

Gallaudet University
 Annual Survey of Hearing-
 Impaired Children and
 Youth

Arthur N. Schildroth
 Senior Research Associate
 Center for Assessment and
 Demographic Studies
 800 Florida Avenue, NE
 Washington, DC 20002
 (202) 651-5575
 21036

Gallaudet University
 Pre-College Programs
 David S. Martin
 Dean, School of Education
 Washington, DC 20002
 (202) 651-5000
 21178

**Garden City Community
 College**
 School-College Partnerships
 Dr. Gary Jarmer
 Dean, Occupational
 Education
 801 Campus Drive
 Garden City, KS 67846
 (316) 276-9521
 20459

Genesee Community College
 Genesee Region Teacher
 Center
 Dr. Donald Green
 Vice President for Academic
 Affairs
 One College Road
 Batavia, NY 14020
 (716) 343-0055
 20159

Genesee Community College
 Articulation Programs
 Dr. Donald Green
 Vice President for Academic
 Affairs
 One College Road
 Batavia, NY 14020
 (716) 343-0055
 20473

**Genesee Community
 College**
 Visiting Faculty Program
 Dr. Larene Hoelcle
 Acting Vice President for
 Academic Affairs
 Batavia, NY 14020
 (716) 343-0055, ext. 528
 20575

Genesee Community College
 College Enrichment Program
 Thomas J. Nelson
 Associate Dean
 Batavia, NY 14020
 (716) 343-0055
 20670

George Mason University
 Early Identification Program
 Hortensia B. Cadenas
 Director
 123 East Building
 Fairfax, VA 22030
 (703) 323-2703
 20096

**The George Washington
 University**
 Multicultural Student
 Services Center
 Valerie Epps
 Director, Multicultural
 Student Services Center
 2127 G Street, NW
 Washington, DC 20052
 (202) 994-7010
 20862

Georgetown University Georgetown University Articulation Program James F. Slevin Chairman, Department of English Washington, DC 20057 (202) 625-4220/4949 21236	Georgia Southern College Southeast Georgia Foreign Language Collaborative Academic Alliances Dr. Lowell Bouma Chair, Department of Foreign Languages Statesboro, GA 30460-8081 (912) 681-5282 20506	Gonzaga University Field-Based Partnerships Dr. Bob Bialozor Chairperson, Department of Administration, Curriculum, and Instruction Spokane, WA 99258 (509) 328-4220 20169	Greenfield Community College Northwest Regional Consortium for the Improvement of Math and Science Teaching Dr. Mary M. Fuqua Dean of Graduate and Continuing Education North Adams, MA 01247 (413) 664-4511 21203
Georgia College Innovative Teaching Center for Adolescent Needs (IT CAN) Dr. Jim Wolfgang Director, IT CAN CBX 065 Milledgeville, GA 31061 (912) 453-4072 20148	Georgia Southern College Education/Restitution Shirlee Deal Project Coordinator LB #8114 Statesboro, GA 30460-8114 (912) 681-5510 20724	Goucher College Raising Ambitions Instills Self-Esteem (RAISE) Rev. William W. Rich Chaplain Towson, MD 21204 (301) 338-6048 20849	Greensboro College Greensboro College Math Consortium Dr. Larry Allred Director, Teacher Education Greensboro, NC 27402 (919) 272-7102 20178
Georgia College Georgia College Educators' Network (GC Edunet) Dr. Frank Lowney Assistant Dean, School of Education Milledgeville, GA 31061 (912) 453-4546 20149	Georgia Southwestern College The Southwest Georgia Writing Project Dr. Ondee Ravan Director Americus, GA 31709 (912) 928-1248 20507	Grand Valley State University The Coalition for Excellence in Science and Math Education David O. Tanis Executive Director 301 Loutit Hall Allendale, MI 49401 (616) 895-2238 20365	Greenville Technical College Articulation Program Dr. Kay Grastie Vice President for Education P.O. Box 5616 Greenville, SC 29606-5616 (803) 242-3170 20480
Georgia College Homework Hotline Edward M. Wolpert Dean, School of Education Milledgeville, GA 31061 (912) 453-4546 20791	Georgia State University Alternative Certification Program for Critical Teaching Fields Dr. Jack Hassard Professor of Curriculum and Instruction Atlanta, GA 30303 (404) 651-2518 20308	Greater New Haven State Technical College Pre-College Program Dominic Longo Associate Dean of Instruction 88 Bassett Road North Haven, CT 06473 (203) 234-3328 20911	Greenville Technical College General Manufacturing Certification Program F. M. Rogers Director, Career Advancement Center P.O. Box 5616, Station B Greenville, SC 29607 (803) 250-8000, ext. 2204 20707
Georgia College Parents as Teachers Kathryn Powell Project Director, Parents as Teachers 107 Kilpatrick Building Milledgeville, GA 31061 (912) 453-5498 21032	Georgia State University Adopt A Magnet-School for Teaching Janet Towslee Associate Dean, College of Education Atlanta, GA 30303 (404) 651-2842 20961	Greater New Haven State Technical College Technical Orientation Program (TOPS) Chester Schnepf Director, Admissions 88 Bassett Road North Haven, CT 06473 (203) 234-3343 20912	Greenville Technical College Maintenance Technician Certification Program F. M. Rogers Director, Career Advancement Center P.O. Box 5616, Station B Greenville, SC 29607 (803) 250-8000, ext. 2204 20708
Georgia Southern College Georgia Southern Center for Economic Education Dr. Douglas A. Nettleton Director, Center for Economic Education Box 8151 Statesboro, GA 30460 (912) 681-5161 20152	Gettysburg College Project for Informed Choice Robert Nordvall Associate Provost Gettysburg, PA 17325 (717) 337-6823 20577		

Greenville Technical College
 Cooperative Education/
 Technical Scholarship
 Susan B. Gasque
 Director, Cooperative
 Education/Technical
 Scholarship
 P.O. Box 5616, Station B
 Greenville, SC 29606-5616
 (803) 250-8000
 20714

Greenville Technical College
 Operation Success
 W. Dewey Tullis
 Director, Operation Success
 P.O. Box 5616, Station B
 Greenville, SC 29607
 (803) 239-3068
 20779

Greenville Technical College
 General Manufacturing and
 Maintenance Technician
 Certification Programs
 F. M. Rogers
 Director, Career
 Advancement Center
 P.O. Box 5616, Station B
 Greenville, SC 29607
 (803) 250-8000, ext. 2204
 21037

F. Grinnell College
 Des Moines "I Have A
 Dream" Program
 James Work
 Executive Director, "I Have a
 Dream" Program
 P.O. Box 805
 Grinnell, IA 50112
 (515) 269-3178
 20046

**Gulf Coast Community
 College**
 Adopt-A-School
 Patti Woodham-McAllister
 Coordinator, School and
 Community Relations
 5230 West Highway 98
 Panama City, FL 32401-1041
 (904) 769-1551, ext. 239
 20581

H

**F. Hagerstown Junior
 College**
 Comprehensive Program
 Articulation
 Michael H. Parsons
 Dean of Instruction
 751 Robinwood Drive
 Hagerstown, MD 21740
 (301) 790-2800
 20780

Hampshire College
 Western Massachusetts Five
 College/Public School
 Partnership
 Mary Alice B. Wilson
 Coordinator, Five Colleges,
 Inc.
 P.O. Box 740
 Amherst, MA 01004
 (413) 256-8316
 21048

Hampton University
 Learning Experiences
 Assessing Potential
 (Project LEAP)
 Dr. Carlton Brown
 Dean, School of Education
 Hampton, VA 23668
 (804) 722-5793
 20745

F. Harvey Mudd College
 Project Upward Bound
 Octavio Boubion
 Director
 Claremont, CA 91711
 (714) 621-8123
 20017

Harvey Mudd College
 Mathematics, Engineering,
 Science Achievement
 (MESA)
 Linda Dell'Osso
 Director, MESA
 Claremont, CA 91711
 (714) 621-8240
 20019

Hastings College
 Early College Program
 Dwayne S. Strasheim
 Dean of the College
 Hastings, NE 68902-0269
 (402) 461-7360
 20068

**F. Hawaii Community
 College, University of
 Hawaii at Hilo**
 Credit-by-Articulation
 Program
 Joni Onishi
 Articulation Coordinator
 Business Education Division
 Hilo, HI 96720-4091
 (808) 933-3314
 20501

**Hawkeye Institute of
 Technology**
 Introduction to Health
 Careers
 Dr. Glen Pedersen
 Vice President, Vocational
 Technical Division
 1501 East Orange Road
 Waterloo, IA 50704-8015
 (319) 296-2320
 20047

**Haywood Community
 College**
 Haywood County Public/
 Private Educational
 Compact
 Walter Plexico
 Dean of Instruction
 Clyde, NC 28721
 (704) 627-2821
 20589

**Hazard Community
 College—University of
 Kentucky**
 Dropout Prevention
 Anne Osborne
 Learning Center Coordinator
 Hazard, KY 41701
 (606) 436-5721
 20114

High Point College
 NC Region Five
 Collaboration Project
 Dr. Wanda C. Powers
 Assistant Professor
 HP-2
 High Point, NC 27261
 (919) 841-9257
 20595

**Hobart and William Smith
 Colleges**
 Collaborative Field-Based
 Program in Teacher
 Education
 Dr. Charles Temple
 Chairperson, Education
 Department
 Geneva, NY 14456
 (315) 781-3636
 20390

**Hobart and William Smith
 Colleges**
 Hobart and William Smith
 Cooperative Science and
 Math Institute for Teachers
 Larry E. Campbell
 Acting Associate Provost
 Geneva, NY 14456
 (315) 781-3308
 20391

Hope College
 Kellogg Foundation Science
 and Math Grant (K-8)
 Dave Zwart
 Director, Kellogg Grant
 Holland, MI 49423
 (616) 394-7929
 20247

Hope College
 Program for the
 Academically Talented at
 Hope (PATH)
 Marty Swank
 Director, PATH
 Education Department
 Holland, MI 49423
 (616) 394-7742
 20771

C. Howard University
 Intern-Mentor Program
 Dr. Rosa Trapp-Dail
 Associate Professor of Early Childhood Education
 School of Education
 Washington, DC 20059
 (202) 623-7343
 20382

Howard University
 Adopt-A-School
 Dr. Portia Shields
 Chairman, Curriculum and Teaching
 School of Education
 Washington, DC 20059
 (202) 623-7346
 20551

Howard University
 Teaching Professions Program
 Dr. Portia Shields
 Chairman, Curriculum and Teaching
 School of Education
 Washington, DC 20059
 (202) 623-7343
 20920

Hudson County Community College
 Advanced Placement
 Dr. Lekha G. Keister
 Special Assistant to the President
 901 Bergen Avenue
 Jersey City, NJ 07306
 (201) 714-2110
 20889

Hudson Valley Community College
 Using a College Library, Program for High School Students
 Susan Blandy
 Public Services Librarian
 80 Vandenburg Avenue
 Troy, NY 12180
 (518) 270-7319
 20131

I

C. Idaho State University
 The League of Schools
 Angela Luckey
 Coordinator, League of Schools
 Box 8059
 Pocatello, ID 83209-0009
 (208) 236-3202
 21063

C. Illinois Eastern Community College
 Articulation Agreement
 E. Kenton Peak
 Director, Educational Services
 305 North West Street
 Olney, IL 62450
 (618) 395-4351, ext. 2280
 20045

C. Indiana State University
 Partners for Educational Progress (PEP)
 Dr. Gail M. Huffman
 Associate Dean, School of Education
 Terre Haute, IN 47809
 (812) 237-2893
 20410

C. Indiana University
 Advance College Project
 Dr. Leslie J. Coyne
 Director, Advance College Project
 Maxwell Hall 254
 Bloomington, IN 47405
 (812) 855-5048
 21094

Indiana University East
 Cooperative Educational Opportunities
 Ann Runyon
 Executive Officer, CEO Office
 Box EC-23
 Richmond, IN 47374
 (317) 793-1252
 20058

C. Indiana University of Pennsylvania
 IUP/ARIN/Public Schools Partnerships in Education
 Dr. John Butzow
 Dean, College of Education
 104 Stouffer Hall
 Indiana, PA 15705
 (412) 357-2480
 21232

Indiana University of Pennsylvania
 Langley Urban Student Teaching Center
 Dr. David Rotigel
 Coordinator, Langley Urban Student Teaching Center
 RD 4, Box 143
 Greensburg, PA 15601
 (412) 357-2225
 21250

Indiana University of Pennsylvania
 IUP Woodland Hills Student Teaching Center
 Dr. David Rotigel
 Coordinator, Woodland Hills Student Teaching Center
 RD 4, Box 143
 Greensburg, PA 15601
 (412) 357-2225
 21251

Indiana University of Pennsylvania
 IUP-Armstrong Student Teaching Center
 Dr. Larry Vold
 Director, Professional Laboratory Experiences
 104A Stouffer Hall
 Indiana, PA 15705-1087
 (412) 357-4832
 21256

Indiana University of Pennsylvania
 IUP-Johnstown Elementary Student Teaching Program
 Dr. Joseph Rizzo
 Coordinator, IUP-Johnstown Program
 328 Davis Hall
 Indiana, PA 15705-1087
 (412) 357-2411
 21257

Indiana University of Pennsylvania
 Urban Elementary Teacher Education Program
 Dr. Beatrice Fennimore Coordinator, Urban Elementary Teacher Education Program
 313 Davis Hall
 Indiana, PA 15705-1087
 (412) 357-2404
 21258

Indiana University of Pennsylvania
 IUP Woodland Hills Elementary Student Teaching Center
 Dr. Beatrice Fennimore Coordinator, Woodland Hills Elementary Student Teaching Center
 313 Davis Hall
 Indiana, PA 15705-1087
 (412) 357-2404
 21259

Indiana University-Purdue University at Fort Wayne
 Future Academic Scholars' Track (The FAST Program)
 Bettye J. Poignard
 Program Administrator, FAST
 2101 Coliseum Boulevard East
 Fort Wayne, IN 46805
 (219) 481-6605
 20085

Indiana University-Purdue University at Fort Wayne
 Scholarships of Excellence
 Aly A. Mahmoud
 Dean, School of Engineering and Technology
 2101 Coliseum Boulevard East
 Fort Wayne, IN 46805

(219) 481-6839
 20086

Indiana University-Purdue University at Fort Wayne
 Minority Introduction to Engineering and Technology (MITET)
 Aly A. Mahmoud
 Dean, School of Engineering and Technology
 2101 Coliseum Boulevard East
 Fort Wayne, IN 46805
 (219) 481-6839
 20087

Indiana Vocational Technical College
 Cooperative Educational Opportunities
 Ann Runyon
 Executive Officer, CEO Office
 Box EC-23
 Richmond, IN 47374
 (317) 983-1252
 20058

Indiana Vocational Technical College, Region 4
 Administrative Leadership Cooperation
 C. Edward Brown
 Director, Vocational Services
 P.O. Box 6299
 Lafayette, IN 47903
 (317) 477-7401
 20435

Inver Hills Community College
 Technical Industry, Community College and Secondary School Partnership to Enhance Science Curriculum
 Dr. Robert Allen
 Dean of Instruction
 Inver Grove Heights, MN 55076
 (612) 450-8638
 20358

Iona College
 Leap Into New Knowledge (LINK)
 Dr. Mary Egan, SC
 Director, Special Academic Programs
 1061 North Broadway
 Yonkers, NY 10701
 (914) 969-4000
 21097

Iowa State University
 School Improvement Model
 Dr. Richard P. Manatt
 Director, School Improvement Model
 E005 Lagomarcino Hall
 Ames, IA 50011
 (515) 294-5521
 20359

Iowa State University
 Iowa State University-Merrill Middle School Partnership
 Lynn W. Glass
 Professor
 N156 Lagomarcino Hall
 Ames, IA 50011
 (515) 294-7006
 20837

Ithaca College
 Enhancement of Secondary Science Laboratory Instruction
 Peter Seligmann
 Program Director, Chairperson, and Professor, Physics Department
 Williams Hall
 Ithaca, NY 14850
 (607) 274-3966
 20372

Ithaca College
 Pre-School Language Enhancement Program
 Marie Sanford
 Clinical Supervisor, Speech Pathology and Audiology
 Smiddy Hall 3
 Danby Road
 Ithaca, NY 14850
 (607) 274-3248
 20686

Ithaca College
 Laboratory School in Music Education
 Dr. Janet Funderburk-Galvan
 Associate Professor of Music
 Ford Hall
 Ithaca, NY 14850
 (607) 274-3174
 20687

Ithaca College
 Cooperative Swim Program
 Sarah Rich
 Associate Professor of Health, Physical Education, and Recreation
 Hill Center
 Ithaca, NY 14850
 (607) 274-3407
 20688

Ithaca College
 Advanced Placement Television Course
 E. Kimball Milling
 Director, Continuing Education and Summer Sessions
 Towers Concourse
 Ithaca, NY 14850
 (607) 274-3143
 20689

Ithaca College
 Access to College Education
 Thomas C. Longin
 Provost
 Job Hall 3
 Danby Road
 Ithaca, NY 14850
 (607) 274-3113
 20690

263

J

J. Sargeant Reynolds Community College
 Urban Community College Transfer Opportunities Program
 Betsy Woolf
 Coordinator, Urban Community College Transfer Opportunities Program
 P.O. Box C-32040
 Richmond, VA 23261-2040
 (804) 786-6815
 20777

Jackson Community College
 Tech-Prep Partnership
 Allaire George
 Vice President for Academic Affairs
 Jackson, MI 49201-8399
 (517) 787-0800, ext. 110
 20431

James Sprunt Community College
 Articulation Program
 Dr. Donald Reichard
 President
 P.O. Box 398
 Kenansville, NC 28349
 (919) 296-1341
 20479

Jefferson Technical College
 Tech-Prep
 Dr. Richard C. Brace
 Vice President for Instruction
 4000 Sunset Boulevard
 Steubenville, OH 43952
 (614) 264-5591
 20036

Jersey City State College
 College Bound
 F. Louise Diaz
 Director, College Bound
 2039 Kennedy Boulevard
 Jersey City, NJ 07305
 (201) 547-3482
 20938

John Abbott College Easing the Transition Margaret Waller Project Coordinator P.O. Box 2000 Ste. Anne de Bellevue, Quebec H9X 3L9 CANADA (514) 457-6610 21218	J ohnson County Community College College Now Dr. James M. Williams Assistant Dean, Communications and Academic Enhancement Division 12345 College at Quivira Overland Park, KS 66210- 1299 (913) 469-8500, ext. 3450 21093	K apiolani Community College The RESHAPE Program Marion G. Lamb Coordinator, Assessment and Information Services 4303 Diamond Head Road Honolulu, HI 96816 (808) 734-9563 21111	K entucky State University College Connection Dean of the Community College Frankfort, KY 40601 (502) 227-6634 20030
John Carroll University Cleveland Collaborative for Math and Science Ronald B. Oleksiak Director, Minority Affairs University Heights, OH 44118 (216) 397-4294 21160	J Jordan College High School Early Admission Bruce Robinson Executive Vice President 360 West Pine Street Cedar Springs, MI 49319 (616) 696-1180 20887	K ean College of New Jersey Project Adelante Dr. Ana Maria Schuhmann Project Director and Dean, School of Education Morris Avenue Union, NJ 07083 (201) 527-2136 20910	K enyon College School-College Articulation Program (SCAP) Peter Rutkoff Associate Director Seitz House Gambier, OH 43022 (614) 427-5316 20031
John Carroll University Go To College Program Ronald B. Oleksiak Director, Minority Affairs University Heights, OH 44118 (216) 397-4294 21161	J udson College Advanced Study Program Jack Powell Director, Enrollment Services 1151 North State Street Elgin, IL 60123 (312) 695-2000, ext. 160 20069	K ennesaw State College Kennesaw State College History-Political Science Teaching Alliance Dr. Helen S. Ridley Professor of Political Science P.O. Box 444 Marietta, GA 30061 (404) 423-6251 21270	K ingsborough Community College Kingsborough Community College Articulation Dr. Lester Rhoads Director, Sports, Fitness, and Recreation 2001 Oriental Boulevard Brooklyn, NY 11235 (718) 934-5831/5696 20662
The Johns Hopkins University Center for the Advancement of Academically Talented Youth (CTY) Dr. William G. Durden Director, CTY 3400 North Charles Street Baltimore, MD 21218 (301) 338-6340 21126	J uniata College Juniata College-Central Pennsylvania Science Education Improvement Project Dr. Donald Mitchell Professor of Chemistry Huntington, PA 16652 (814) 643-4310 20157	K ent State University Northeastern Ohio Coalition of High Schools for the Future Dr. Richard Hawthorne Professor 404 White Hall Kent, OH 44242 (216) 672-2580 20257	K ingsborough Community College Diploma Now Charles Hines Director, Diploma Now Office of Continuing Education 2001 Oriental Boulevard Brooklyn, NY 11235 (718) 934-5585 20669
The Johns Hopkins University Johns Hopkins University/ Dunbar High School Health Professions Program Dr. Warren C. Hayman Coordinator, Dunbar High School Health Professions Program 105 Whitehead Hall 3400 North Charles Street Baltimore, MD 21218 (301) 338-8273 21086	K K ankakee Community College Kankakee Community College-Course Program Rick Manuel Vice President for Student Services P.O. Box 888 Kankakee, IL 60901 (815) 933-0225 20916	K ent State University- Ashtabula Campus Partnerships Program Roxana Christopher Coordinator, Partnerships Programs and Developmental Education 3325 West 13th Street Ashtabula, OH 44004 (216) 964-3322 20057	K ingsborough Community College College Now Dr. Stuart Suss Director, College Now Program 2001 Oriental Boulevard Brooklyn, NY 11235 (718) 934-5170 21095

Kirkwood Community College

High School Health Science Program
Dr. John L. McCabe
Department Head, Health Sciences
223 Linn Hall
Box 2068
Cedar Rapids, IA 52406
(319) 398-5613
20461

Knox College

College Coursework for High School Honors Students
Stephen Bailey
Associate Dean
Galesburg, IL 61401
(309) 343-0112
21180

Kutztown University

Geography Alliance
Dr. Stephen A. Justham
Assistant Provost and Chair
Kutztown, PA 19530
(215) 683-4212
20392

Kutztown University

Preservice Training in Geography
Dr. Stephen A. Justham
Assistant Provost and Chair
Kutztown, PA 19530
(215) 683-4212
20427

Kutztown University
Summer Enrichment Program for Talented High School Students

Dr. Sylvester Kohut, Jr.
Dean, College of Education
Kutztown, PA 19530
(215) 683-4253
20902

L

Lafayette College
Joint Inservice Day
June Schlueter
Associate Professor of English
Easton, PA 18042
(215) 250-5248
20218

Lake Michigan College

Collaborative
Charmaine M. Kibler
Director, Foundations and Grants
2755 East Napier Avenue
Benton Harbor, MI 49022
(616) 927-3571, ext. 259
20060

Lake Superior State University

Communications League
Dr. Frederick W. Gilliard
Vice President for Academic Affairs
Sault Sainte Marie, MI 49783
(906) 635-2211
20287

Lamar University

Lamar Early Access Program
Dr. Charles Burke
Director, Lamar Early Access Program
Box 10034
Beaumont, TX 77710
(409) 880-8680
20934

Laramie County Community College
Adopt-A-School
Craig Anderson
Division Director
General Studies and Education Division
1400 East College Drive
Cheyenne, WY 82007-3299
(307) 634-5853, ext. 174
20539

Laredo Junior College

Articulation of Curriculum
Cynthia M. Jackson
Assistant to the President
West End Washington Street
Laredo, TX 78040
(512) 721-5102
20467

Lenoir Community College

Cooperative Program
Agreement Dual Enrollment
Tom Wahab
Dean
P.O. Box 188
Kinston, NC 28502-0188
(919) 527-6223
20680

LeTourneau University

Advanced Academic Training Program
Georgie B. Willcox

Director, Special Programs
P.O. Box 7001
Longview, TX 75607
(214) 753-0231
20221

Lewis and Clark College

Summer College for High School Juniors
Dr. Dennis Massey

Associate Dean
Campus Box 39
Portland, OR 97219
(503) 293-2759
20025

Lewis and Clark Community College

High School Partnership Program
Dr. Marguerite E. Boyd
Director, Technology Training
5800 Godfrey Road
Godfrey, IL 62035
(618) 466-3411, ext. 417
20043

Lewis University

DuPage Area Occupational Educational System (DAOES)
Dr. Kathleen Owens
Dean of Arts and Sciences
Route 53
Romeoville, IL 60441
(815) 838-0500, ext. 242
20041

Lincoln Land Community College

Students, Teachers, Parents (STP)
Patricia Jacobson
Dean of Transfer and Part-Time Instruction
Shepherd Road
Springfield, IL 62708
(217) 786-2277
20541

Livingston University

University of Alabama/
Livingston University
Inservice Education Center
Dr. James H. Patrenos
Dean, College of Education
Station 8
Livingston, AL 35470
(205) 652-9661, ext. 210
20170

Long Island University-Brooklyn Campus

Bridge Programs and The College Project
David B. Williams
Coordinator, Bridge

Programs and The College Project

Honors Program
University Plaza
Brooklyn, NY 11201
(718) 403-1049
20899

Long Island University-C.W. Post Campus

Freshman Academic Study for Talented High School Students (FAST) Program
Dr. Donald K. Frank
Director, FAST Program
Greenvale, NY 11548
(516) 299-2407
20957

Long Island University-C.W. Post Campus
Secondary Collegiate Articulated Learning Experience (SCALE)
Charles W. Silkie
Assistant Director, Contract Programs
 Brookville, NY 11548
 (516) 299-2211
 21096

Long Island University-C.W. Post, Southampton, Rockland, and Brentwood Campuses
Queen's High School/LIU Proposed Collaborative Projects
Dr. Helen Greene
 Dean, School of Education
 Brookville, NY 11548
 (516) 299-2210
 20258

Longview Community College
Independent Study Program
Sue Doeple
Assistant Coordinator, Independent Study Program
 500 Longview Road
 Lee's Summit, MO 64081
 (816) 763-7777
 20749

Longwood College
Longwood Talented and Gifted Program
Dr. Nancy Andrews
Professor of Health, Physical Education, Recreation
 112 Lancer Hall
 Farmville, VA 23901
 (804) 395-2541
 20859

Longwood College
Longwood Summer Reading Program
Dr. Mary S. Woodburn
Professor of Education
 Farmville, VA 23901
 (804) 395-2347
 20860

Lord Fairfax Community College
2+2 Program in Computer Information Processing
Aaron Mitchell
Assistant Professor of Data Processing
 P.O. Box 47
 Middletown, VA 22645
 (703) 869-1120
 20476

Los Angeles Pierce College
PAC Articulation Council
Robert Garber
Assistant Dean of Student Development
 6201 Winnetka Avenue
 Woodland Hills, CA 91371
 (818) 719-6406
 20430

Louisiana College
Bell South Grant
Sue E. Carroll
Director, Bell South Grant
 P.O. Box 560
 Pineville, LA 71359
 (318) 487-7303
 20982

Louisiana State University
Project LEAD
Dr. Joseph W. Licata
Director, Project LEAD
 101 Peabody Hall
 Baton Rouge, LA 70802
 (504) 388-6886
 20151

Louisiana State University Clearinghouse for Evaluation, Research, and Grants
F. Neil Mathews
Associate Professor
College of Education
 Baton Rouge, LA 70803
 (504) 388-2331
 20244

Louisiana State University
Louisiana Writing Project (LWP)
Sarah Burkhalter
Director, Louisiana Writing Project
Department of Curriculum and Instruction
 Baton Route, LA 70803-4728
 (504) 388-2441
 20245

Louisiana State University
French Education Project (FEP)
Robert C. Lafayette
Coordinator, FEP
 202 Peabody Hall
 Baton Route, LA 70803
 (504) 388-2309
 20246

Louisiana State University
Mathematics/Science Semi-Specialist Project (MSSP)
Dr. L. Diane Miller
Project Director
Louisiana State University
 223 Peabody Hall
 Baton Route, LA 70803
 (504) 388-6017
 20266

Louisiana State University Computer-Assisted Thinking Skills (CATS)
S. Kim MacGregor
Associate Professor
 111 Peabody Hall
 Baton Rouge, LA 70803-4721
 (504) 388-2150
 20769

Louisiana State University
Louisiana State Youth Opportunities Unlimited
Suzan N. Gaston
Project Director
 236 Peabody Hall
 Baton Rouge, LA 70803
 (504) 388-1751
 20770

Louisiana State University at Alexandria
Summer Tutorial for At-Risk Students (STARS) Program
Walter Connell
Director, STARS Program
 Alexandria, LA 71302
 (318) 473-6434
 20835

Louisiana State University in Shreveport
Academic Excellence Program
Dr. Sura P. Rath
Assistant to the Vice Chancellor
 Office of Academic Affairs
 One University Place
 Shreveport, LA 71115
 (318) 797-5167
 20811

Louisiana State University in Shreveport
Special Talent Program
Dr. Sura P. Rath
Assistant to the Vice Chancellor
 Office of Academic Affairs
 One University Place
 Shreveport, LA 71115
 (318) 797-5167
 20812

Louisiana State University in Shreveport
LSUS Outreach Services
Dr. Sura P. Rath
Assistant to the Vice Chancellor
 Office of Academic Affairs
 One University Place
 Shreveport, LA 71115
 (318) 797-5167
 20813

Lourdes College
Junior High Science Enrichment Program
Sr. Rosine Sobczak, OSF
Associate Professor of Biology
Natural and Mathematical Sciences Division
 6832 Convent Boulevard
 Sylvania, OH 43560
 (419) 885-3211
 20055

Lourdes College
Collaborative Women in Science Day-Regional Dolores Kurek
 Associate Professor of Physical Science and Department Chairperson
 6832 Convent Boulevard Sylvania, OH 43560 (419) 885-3211 20056

Lourdes College
Collaborative Natural Science Learning Center Program Sr. Rosine Sobczak, OSF
 Associate Professor of Biology and Chairperson Natural and Mathematical Sciences Division 6832 Convent Boulevard Sylvania, OH 43560 (419) 885-3211, ext. 306 20564

Lower Columbia College
High School/College Vocational Articulation Donald Fuller
 Dean for Instruction Longview, WA 98632 (206) 577-3428 20987

Loyola University of Chicago
Math/Computer Science Inservice Dr. Eric Hamilton
 Assistant Professor of Mathematical Science 6525 North Sheridan Road Chicago, IL 60626 (312) 508-3582 20271

Loyola University of Chicago
Taft Institute of Government Dr. Alan R. Gitelson
 Chair, Department of Political Science 6525 North Sheridan Road Chicago, IL 60626 (312) 508-3047 20355

Loyola University of Chicago
Illinois Math/Science Academy University Affiliate Jeffry V. Mallow
 Dean of Mathematics and Science 6525 North Sheridan Road Chicago, IL 60626 (312) 508-3510 20362

Loyola University of Chicago
Loyola University Reading Clinic Satellite Centers Dorothy Giroux
 Acting Director, Reading Clinic 820 North Michigan Avenue Chicago, IL 60611 (312) 670-3051 20610

Loyola University of Chicago
Adopt-A-School Sheryl Sumlin Aurzada
 Assistant Director, Admissions 820 North Michigan Avenue Chicago, IL 60611 (312) 670-2900 20611

Loyola University of Chicago
Freshman Dean's Scholars Program Edward H. Konerman, S.J.
 Freshman Dean, College of Arts and Sciences 6525 North Sheridan Road Chicago, IL 60626 (312) 508-3522 20626

Loyola University of Chicago
NSF/Loyola University Young Scholars Project Dr. Eric Hamilton
 Assistant Professor of Mathematical Science 6525 N. Sheridan Road Chicago, IL 60626 (312) 508-3582 20643

Loyola University of Chicago
Midwest Comprehensive Regional Center for Minorities (MCRCM) Dr. Eric Hamilton
 Assistant Professor of Mathematical Science 6525 North Sheridan Road Chicago, IL 60626 (312) 508-3582 20651

Loyola University of Chicago
The Center for Children and Families Dr. Carol Harding
 Codirector, Center for Children and Families 820 North Michigan Avenue Chicago, IL 60611 (312) 670-3034 20701

Luther College
Clinical Schools Approach to Teacher Education Edgar V. Epperly
 Professor of Education Koren 103 Decorah, IA 52101 (319) 387-1540 20177

M

Macomb Community College
Project Draft Dr. James Varty
 Dean, Academic and Corporate Services 14500 Twelve Mile Road Warren, MI 48093 (313) 445-7408 20434

Madonna College
South Eastern Michigan Television Education Consortium (SEMTEC) Patricia Derry
 Director, Media Services 36600 Schoolcraft Road Livonia, MI 48150 (313) 591-5118 20530

Madonna College
Livonia Education Television Consortium (LETV)

Patricia Derry
 Director, Media Services
 36600 Schoolcraft Road
 Livonia, MI 48150
 (313) 591-5118
 20587

Manchester Community College
Articulation With High School Libraries Marion C. Flynn
 Director, Library Services P.O. Box 1046 Manchester, CT 06040 (203) 647-6163 20139

Manhattan College
Project CHAMP (Children Having Additional Motor Power) Dr. William Merriman
 Assistant Professor and Project Director School of Education and Human Services 4513 Manhattan College Parkway Bronx, NY 10471 (212) 920-0355 20877

Manhattanville College
STEP Dr. Frances Rust
 Director, STEP 125 Purchase Street Purchase, NY 10577 (914) 694-2200, ext. 214 20668

Mankato State University
Laboratory District Teacher Education Center William R. Schroeder
 Director Box 52 Mankato, MN 56001-5400 (507) 389-1217 20364

Mankato State University MSU Music Department/St. Clair Elementary School Music Project Louise Patrick Professor Box 5 Mankato, MN 56002 (507) 389-2118 20546	Marquette University Marquette University Education Clinic Dr. Carol M. Dana Director, Education Clinic School of Education Milwaukee, WI 53233 (414) 224-7235 20113	Marymount College at Tarrytown Westchester Mathematics Collaborative Dr. Doris Appleby Associate Professor of Mathematics and Computer Science Tarrytown, NY 10591 (914) 631-3200 20474	Maysville Community College Destination Graduation Nancy Hunter Coordinator Learning Center Maysville, KY 41056 (606) 759-7141 20050
Marian College Marian College-Fulton School Project Sr. Deborah Golias Dean of Education 45 South National Avenue Fond du Lac, WI 54935 (414) 923-7600 20776	Marshall University Electronics Technology Program David Wilkin Dean of Continuing Education Huntington, WV 25701 (304) 696-3008 20492	Marymount University Project Discovery Sr. Majella Berg, RSHM President Arlington, VA 22207 (703) 522-5600 21215	Medical College of Ohio Sharing MCO (Medical Career Opportunities) Dr. Frank P. Saul Assistant Dean for Research P.O. Box 10008 Toledo, OH 43699-0008 (419) 381-4127/4242 20115
Maricopa County Community College District Coordination of Occupational-Vocational Education John Bradley Occupational Program Specialist 3910 East Washington Phoenix, AZ 85034 (602) 392-2307 20513	Mary Baldwin College Program for the Exceptionally Gifted (PEG) Allison J. Young Assistant Director for Program Advancement Staunton, VA 24401 (703) 887-7039 21240	Marymount University The Math Institute Dr. Dan Knifong Professor of Mathematics Arlington, VA 22207 (703) 522-5600 21216	Meharry Medical College Science Motivation Program Frederick H. Hamilton Associate Project Director Division of Biomedical Sciences 1005 D. B. Todd, Jr. Boulevard Nashville, TN 37208 (615) 327-6508 20950
Marietta College Partners in Education Dr. George Banziger Assistant Provost and Dean of Continuing Education Marietta, OH 45750-3031 (614) 374-4723 20560	Mary Washington College Project Soar A. R. Merchant Executive Vice President Fredericksburg, VA 22401-5358 (703) 899-4368 20936	Marymount University The Chaucer Institute Dr. Lillian Bisson Chaucer Institute Arlington, VA 22207 (703) 522-5600 21217	Memphis College of Art Cooperative Veda Reed Associate Dean for Academic Affairs Overton Park Memphis, TN 38112 (901) 726-4085 20883
Marietta College Women in the Sciences Dr. George Banziger Assistant Provost and Dean of Continuing Education Marietta, OH 45750-3031 (614) 374-4723 20886	Mary Washington College James Farmer Scholars Program Dr. Philip Hall Vice President for Academic Affairs and Dean Fredericksburg, VA 22401-5358 (703) 899-4651 20937	Mattatuck Community College Accumulate College Credit Earned at Secondary School (ACCESS) Ann P. Palmieri Coordinator, ACCESS 750 Chase Parkway Waterbury, CT 06708 (203) 575-8158 20468	Memphis State University Content-Area Reading Efficiency Dr. Patricia H. Murrell Interim Director Center for the Study of Higher Education 406 Ball Education Building Memphis, TN 38152 (901) 678-2775 20225
	Marymount College at Tarrytown Academic Alliances in Foreign Languages and Literatures Dr. Ellen S. Silber National Project Director Tarrytown, NY 10591 (914) 631-3200 20251	Mayland Community College Partners in Technology Education Suzanne Y. Ledford Articulation Coordinator P.O. Box 547 Spruce Pine, NC 28777 (704) 765-0814 20463	

Merced College ROP Partnership; High School Partnership Harlam Hamlin Associate Dean of Instruction 3600 M Street Merced, CA 95348 (209) 384-6107 20022	Miami-Dade Community College, North Campus Dade County Public Schools, Satellite Learning Center Muriel W. Lundgran Director, Pre-School Laboratory 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1357 20146	Miami-Dade Community College, North Campus Transfer Opportunity Program Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21149	Miami-Dade Community College, South Campus Dual Enrollment Program Dr. Ronald W. Link Director, School/College Relations 11011 S.W. 104th Street Miami, FL 33176 (305) 347-2315 20091
Mercy College Master Learner Program Dr. Betty Krasne Director, Honors Program Dobbs Ferry, NY 10522 (914) 693-4500, ext. 432 20252	Miami-Dade Community College, North Campus Middle School Gifted Program and School for Advanced Studies Nora Dawkins Assistant Dean for Academic Affairs 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1130 20782	Miami-Dade Community College, North Campus College-Bound Program Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21150	Miami-Dade Community College, South Campus Summer President's Program Dr. Ronald W. Link Director, Emphasis on Excellence 11011 S.W. 104th Street Miami, FL 33176 (305) 347-2315 20788
Mercy College Summer Program in College Experience (SPICE) Dr. Betty Krasne Director, Honors Program Dobbs Ferry, NY 10522 (914) 693-4500, ext. 432 20904	Miami-Dade Community College, North Campus Criminal Justice Dual Enrollment Magnet Dr. Anna Leggett Chairperson of Criminal Justice Programs 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1115 20787	Miami-Dade Community College, North Campus Educational Talent Search Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21151	Miami-Dade Community College, South Campus Project Zoom Dr. Ronald W. Link Director, School/College Relations 11011 S.W. 104th Street Miami, FL 33176 (305) 347-2315 20965
Mercy College Mercy College High School Articulation Program Paula Donegan Assistant to Dean for Academic Administration 555 Broadway Dobbs Ferry, NY 10522 (914) 693-4500, ext. 223 20918	Miami-Dade Community College, North Campus School for Advanced Studies Nora Dawkins Assistant Dean for Academic Affairs 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1130 20953	Miami-Dade Community College, North Campus Reach-Out Program Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21152	Miami-Dade Community College, South Campus Summer Gifted Program John H. McLeod Summer Program Director 11011 S.W. 104th Street Miami, FL 33176-3393 (305) 347-2148 21184
M. Metropolitan Community College Curriculum Articulation Agreements Dr. Karen Wells Vice President, Educational Services P.O. Box 3777 Omaha, NE 68103 (402) 449-8431 20458	Miami-Dade Community College, North Campus Saturday Community Education Institute Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21148	Miami-Dade Community College, North Campus The McKnight Center of Excellence Raymond Dunn Dean of Students 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1663 21153	Miami University Exchange of Services Donald A. Pribble Coordinator, Student Teaching, Off-Campus Programs 203 McGuffey Hall Oxford, OH 45056 (513) 529-6926 20270

Miami University Partnership in Educational Progress Milton D. Cox Assistant Provost Oxford, OH 45056 (513) 529-6722 20565	Middlebury College Clinton-Middlebury Partnership Herbert F. Dalton, Jr. Director, Enrollment Planning Middlebury, VT 05753 (802) 388-3711 20661	Milwaukee Area Technical College Milwaukee Area Technical College's High School Don Wojczynski Associate Dean for MATC's High School 1015 N. 6th Street Milwaukee, WI 53203 (414) 278-6965 21227	Mississippi State University The Program for Research and Evaluation in Public Schools, Inc. (PREPS) Hugh I. Peck Executive Director Box 5365 Mississippi State, MS 39762 (601) 325-3717 21040
Michigan State University Educational Extension Service Charles L. Thompson Associate Dean 518 Erickson Hall East Lansing, MI 48824 (517) 355-6681 20269	Middlesex Community College Middlesex Community College/Lowell High School/Greater Lowell Regional Vocational Technical School 2+2 Scholarship Program Charmian B. Sperling Dean of Staff and Program Development Springs Road Bedford, MA 01730 (617) 275-8910 ext. 5-406 20909	Mississippi County Community College Vocational Articulation/Dual Enrollment Dr. Gary Taylor Academic Dean P.O. Box 1109 Blytheville, AR 72316 (501) 762-1020 20804	Mohawk Valley Community College Mohawk Area Teacher's Exchange (MATE) Marie Czarnecki Professor, Humanities Department 1101 Sherman Drive Utica, NY 13501 (315) 792-5540 20426
Michigan State University King-Chavez-Parks College Day Programs Initiative Judy Martin Assistant Director, College Day Programs Initiative 600 West Street Joseph Highway Lansing, MI 48933 (517) 334-6275 20652	Michigan Technological University Women in Engineering Program (WIE) Chris S. Anderson Director, Educational Opportunity 1400 Townsend Drive Houghton, MI 49931-1295 (906) 487-2219 21244	Midlands Technical College The STARTEC Adventure Lisa LaBorde Coordinator, STARTEC Columbia, SC 29209 (803) 738-1400 20453	Mississippi State University Project HIRED (Handicapped Interagency Rural Employment Development) Cynthia F. Funderburg Coordinator P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3331 20224
Middle Tennessee State University Middle Tennessee Academic Alliance for Foreign Languages John Wilhite Associate Professor of Spanish Foreign Languages MTSU Box 464 Murfreesboro, TN 37132 (615) 898-2981 21177	Milwaukee Area Technical College Metro-Milwaukee Employment Curriculum Articulation Project (MMECA) Audrey Keyes Administrator 700 W. State Street Milwaukee, WI 53233 (414) 278-6479 20399	Mississippi State University Partners in Education-A MSU Commitment Dr. Bill Ware Associate Professor P.O. Box 6186 Mississippi State, MS 39762 (601) 325-2963 20567	Mohawk Valley Community College Joint Venture with Utica Public School System Dr. Thomas H. Brown Vice President for Instruction 1101 Sherman Drive Utica, NY 13501 (315) 792-5301 20897
	Milwaukee Area Technical College Projects Second Chance/Hold Maureen Coffey Project Administrator 700 W. State Street Milwaukee, WI 53233 (414) 278-6309 21066	Mississippi State University Starkville-MSU Teacher Education Partnership Project Gloria C. Correro Professor and Associate Department Head P.O. Box 6331 Mississippi State, MS 39762 (601) 325-3747 20584	Mohawk Valley Community College Articulation with BOCES Dr. Thomas H. Brown Vice President for Instruction 1101 Sherman Drive Utica, NY 13501 (315) 792-5301 20898

Molloy College Project SCOPE Sr. Patricia A. Morris Vice President for Academic Affairs Rockville Centre, NY 11570 (516) 678-5000 20654	Montgomery College Summer Student Writing Institute Sandra Sonner Program Director Office of Continuing Education 51 Mannakee Street Rockville, MD 20850 (301) 279-5182 20979	Morgan State University Academy of Finance Dr. Clara I. Adams Vice President for Academic Affairs Cold Spring Lane and Hillen Road Baltimore, MD 21239 (301) 444-3350 20879	Motlow State Community College Articulation Program Dr. Janet M. Finch Dean of Academic Affairs Tullahoma, TN 37388 (615) 455-8511 21239
Monmouth College Literacy Project Gloria Nemerowicz Dean for Arts and Sciences West Long Branch, NJ 07764 (201) 571-3419 20571	Montgomery College Gifted and Talented/Honors Program Sandra Sonner Program Director Office of Continuing Education 51 Mannakee Street Rockville, MD 20850 (301) 279-5182 21077	Morgan State University Project RAISE Dr. Clara I. Adams Vice President for Academic Affairs Cold Spring Lane and Hillen Road Baltimore, MD 21239 (301) 444-3350 20906	Mount Holyoke Western Massachusetts Five College/Public School Partnership Mary Alice B. Wilson Coordinator, Five Colleges, Inc. P.O. Box 740 Amherst, MA 01004 (413) 256-8316 21048
Monroe Community College Partnerships in Education Alan J. Glossner Dean 1000 East Henrietta Road Rochester, NY 14623 (716) 424-5200, ext. 3369 21068	Montgomery College Gifted and Talented/Honors Program Sandra Sonner Program Director Office of Continuing Education 51 Mannakee Street Rockville, MD 20850 (301) 279-5182 21077	Moraine Valley Community College Moraine Area Career System Dr. Richard C. Hinckley Dean of Instruction 10900 South 88th Avenue Palos Hills, IL 60465 (312) 974-5733 20646	Morningside College Iowa Writing Project Dr. Marty S. Knepper Chair, English Department 1501 Morningside Avenue Sioux City, IA 51106 (712) 274-5264 20517
Montclair State College Barringer Project Dr. Ruth D. Handel Project Coordinator Upper Montclair, NJ 07043 (201) 893-7190 20331	Montclair State College Project THISTLE Dr. Wendy Oxman Director, Project THISTLE and Institute for Critical Thinking Upper Montclair, NJ 07043 (201) 893-5184 20332	Moraine Valley Community College Moraine Area Career System Dr. Richard C. Hinckley Dean of Instruction 10900 South 88th Avenue Palos Hills, IL 60465 (312) 974-5733 20646	Morningside College Morningside/Longfellow Partnership Dr. Miles Tommeraasen President 1501 Morningside Avenue Sioux City, IA 51106 (712) 274-5100 20559
Montgomery College 2+2 Tech-Prep Program Edward T. Butler Assistant to the Chief Administrative Officer 900 Hungerford Drive Rockville, MD 20850 (301) 251-7970 20452	Morgan Community College Alternative Education Program Donald Kammerer Director Fort Morgan, CO 80701 (303) 867-3081 20630	Morgan State University Educational Opportunity Program (EOP) Dr. Clara I. Adams Vice President for Academic Affairs Cold Spring Lane and Hillen Road Baltimore, MD 21239 (301) 444-3350 20781	Motlow State Community College Adopt-A-School Program Dr. Janet M. Finch Dean of Academic Affairs Tullahoma, TN 37388 (615) 455-8511 21237
		Morgan State University Educational Opportunity Program (EOP) Dr. Clara I. Adams Vice President for Academic Affairs Cold Spring Lane and Hillen Road Baltimore, MD 21239 (301) 444-3350 20781	Motlow State Community College Programs Providing College Courses to High School Students Dr. Janet M. Finch Dean of Academic Affairs Tullahoma, TN 37388 (615) 455-8511 21238
			Mount St. Mary's College Strides Toward Educational Proficiency (STEP) Sr. J. Adele Edwards Director, STEP 10 Chester Place Los Angeles, CA 90007 (213) 746-0450 21188
			Mount Wachusett Community College Earth Science/Physical Science Institute Carol Beargeon Director, Resource Development 444 Green Street Gardner, MA 01440-1000 (508) 632-6600, ext. 217 20193
			Mount Wachusett Community College Child Care/Child Studies Rosanne Blanchard Program Manager 20 South Main Street Baldwinville, MA 01436 (508) 939-8582 20449

Mt. Hood Community College Successful 2+2 Tech Prep Development Dr. Jack D. Miller Dean of Community and Vocational Development 26000 S.E. Stark Street Gresham, OR 97030 (503) 667-7313 20500	Muskingum College Muskingum College Conversation Series Alan Chaffee Professor of English New Concord, OH 43762 (614) 826-8167 20439	Muskingum College Science Discovery Camp Andrew J. Frese Assistant Professor of Education New Concord, OH 43762 (614) 826-8246 20798	National College of Education Pathways to Excellence Carol Eckermann Coordinator of Tutors and Special Services 18 South Michigan Avenue Chicago, IL 60603 (312) 621-9650 20544
Mt. San Antonio College Articulation Model for Vocational Education Karen Myers Division Dean, Health Science Division 1100 North Grand Avenue Walnut, CA 91789 (714) 594-5611, ext. 750 21106	Muskingum College Classroom of the Future Steve Kokovich Professor of Education New Concord, OH 43762 (614) 826-8246 20440	Muskingum College Summer Youth Academy Andrew J. Frese Assistant Professor of Education New Concord, OH 43762 (614) 826-8246 20799	National College of Education Free to Be Me Dr. Victoria Coleman Assistant Professor Department of Business 18 South Michigan Avenue Chicago, IL 60603 (312) 621-9650 20828
Mt. San Antonio College High School Liaison Consultant Program Jane Skraba College Representative 1100 North Grand Avenue Walnut, CA 91789 (714) 594-5611, ext. 4517 20875	Muskingum College Consortium for Instructional Improvement PLUS (Learning Disabilities) Program Paul Naour Associate Professor of Education and Psychology New Concord, OH 43762 (614) 826-8246 20692	Muskingum College Muskingum College Tutoring Clinic Donna Adornetto Assistant Director, Learning Disabilities Program New Concord, OH 43762 (614) 826-8246 20972	National College of Education Parent Supporting Science Program (PSSP) Sue Annis 18 South Michigan Avenue Chicago, IL 60603 (312) 256-5150 21007
Muskegon College of Business and Technology Data Processing Vocational Consortium Bob Hogan Vice President 141 Hartford Muskegon, MI 49442 (616) 726-4904 20035	Muskingum College Before/After School Latch-Key Care Program Darlene Dreblow Department of Psychology New Concord, OH 43762 (614) 826-8354 20717	Muskingum College Muskingum College Poetry Contests William J. Schultz Associate Professor of English New Concord, OH 43762 (614) 826-8266 21017	Nazareth College of Rochester Project Pride Partnership Dr. Esther D. Maltese Director, Secondary Education Program 4245 East Avenue Rochester, NY 14610 (716) 586-2525, ext. 563 20389
Muskingum College Standards in Mathematics: For the Present and the Future James L. Smith Professor of Math and Computer Science New Concord, OH 43762 (614) 826-8306 20415	Muskingum College Foreign Language in the Elementary School Frank Triplett Assistant Professor of French New Concord, OH 43762 (614) 826-8252 20796	Napa Vailey College Tutorial Options Program JoAnn Busenbark Assistant to the Dean Instruction and Special Services Napa, CA 94558 (707) 253-3080 21014	Nazareth College of Rochester Center for Inservice Education Eugene P. Golden Coordinator, Center for Inservice Education 4245 East Avenue Rochester, NY 14610 (716) 586-2525, ext. 565 21069
			N

Neumann College Project for an Informed Choice Christopher Naticchia Admissions Counselor Aston, PA 19014 (215) 459-0905 20578	New York Institute of Technology New York State Teacher Resource and Computer Training Centers Stan Silverman Director, Educational Technology Central Islip, NY 11722 (516) 348-3317 20213	North Adams State College Northwest Regional Consortium for the Improvement of Math and Science Teaching Dr. Mary M. Fuqua Dean for Graduate and Continuing Education North Adams, MA 01247 (413) 664-4511 20201	North Carolina State University The Wake County Collaborative Arlene Malinowski Associate Professor Department of Foreign Languages Box 8106 Raleigh, NC 27695-8106 (919) 737-2475 21141
New Hampshire Technical College/Manchester Manchester Skill Center College Credit Program Roger L. Berlinguette Dean for Academic Affairs 1066 Front Street Manchester, NH 03102 (603) 668-6706 21035	New York Institute of Technology Electronic Classroom Stan Silverman Director, Educational Technology Central Islip, NY 11722 (516) 348-3317 20574	North Carolina State University NCSU Upward Bound Cynthia J. Harris Director, Upward Bound- NCSU 205 Peele Hall, Box 7317 Raleigh, NC 27695 (919) 737-3632 20103	North Central Technical College Tech-Prep Curriculum for Mansfield City Schools Dan Richards Vice President for Academic Services P.O. Box 698 Mansfield, OH 44901 (419) 755-4800 20436
New Jersey Institute of Technology Center for Pre-College Programs Dr. H. Kimmel Assistant Vice President for Pre-College Programs Newark, NJ 07102 (201) 596-3574 20980	New York Institute of Technology STEP/CSTEP Dr. Gerard R. Coates Coordinator STEP/CSTEP Carleton Avenue (Building 66) Central Islip, NY 11722 (516) 348-3317 20665	North Carolina State University Annual Workshop for High School Teachers Tommy Lassiter Associate Director, Textiles Extension Campus Box 8301 Raleigh, NC 27695-8301 (919) 737-3761 20294	North Harris County College District NHCC/SISD Automotive Technology Program Gail C. Phillips Division Head, Applied Technology 2700 W. W. Thorne Drive Houston, TX 77073 (713) 443-5675 20834
New York City Technical College Project CARE Anne Gawkins Codirector, Project CARE 300 Jay Street Brooklyn, NY 11201 (718) 643-3470 20664	New York University New York Alliance for the Public Schools Barbara Probst Executive Director 32 Washington Place New York, NY 10003 (212) 998-6770 20254	North Carolina State University Academic Enrichment Opportunities Dr. George R. Dixon Director, Admissions Box 7103 Raleigh, NC 27695-7103 (919) 737-2434 20805	North Hennipen Community College High School Options Program Sheldon Anderson Dean of Students 7411 85th Avenue North Brooklyn Park, MN 55445 (612) 424-0704 20049
NYIT School Partnership with the New York State Education Department Dr. Adrienne O'Brien Dean, School of Media and Arts French Chateau, Room 101 Old Westbury, NY 11568 (516) 686-7700 20211	Niagara County Community College 2+2 Tech-Prep/Associate Degree Partnership Program (BOCES and Niagara CCC) Ralph L. Klicker Dean of Extended Learning 3111 Saunders Settlement Road Sanborn, NY 14132 (716) 731-3271 20464	North Carolina State University Beginning Teacher: A Collaborative Model Dr. Lois Thies-Sprinthall Associate Professor Box 7801, 402 Poe Raleigh, NC 27695 (919) 737-3221 20952	North Park College Adopt-A-School Jill A. Wettersten Assistant Professor of Education 3225 West Foster Avenue Chicago, IL 60625 (312) 583-2700 20543

North Shore Community College Discovery II Sandra Stalker Director, Educational Technology 3 Essex Street Beverly, MA 01915 (508) 922-6722, ext. 661 20130	Northeast Texas Community College PASS-Positive Alternatives for Success Debbie Porter Project Director P.O. Box 1307 Mount Pleasant, TX 75455 (214) 572-1911 20802	Northern Arizona University Educational Field Services Dr. Raymond Ver Velde Director, Division Educational Field Services P.O. Box 5774 Flagstaff, AZ 86011 (602) 523-4268 20312	Northern Michigan University SEMS Project Dr. Phillip T. Larsen Director, Seaborg Center 104 West Science Marquette, MI 49855 (906) 227-2002 21154
¶ Northeast Texas Community College 2+2 Automotive Transportation Technologies Program Dr. Jack Foreman Executive Dean for Resource Development P.O. Box 1307 Mt. Pleasant, TX 75455 (214) 572-1911 20466	¶ Northeastern Illinois University Chicago Teachers' Center Dr. Jerry B. Olson Associate Dean for School Relations 5500 North St. Louis Avenue Chicago, IL 60625 (312) 478-2506 20357	¶ Northern Arizona University Program for Learning Competent Teaching Dr. Margaret Hatcher Associate Executive Director, Center for Excellence in Education Box 5774 Flagstaff, AZ 86011 (602) 523-2641 21064	¶ Northern Michigan University Upper Peninsula Effective Schools Professional Development Program Kirk A. Nigro Director, Upper Peninsula Center for Education Development 402 Cohoas Administration Center Marquette, MI 49855 (906) 227-2017 21156
Northeast Texas Community College 2+2 Health Occupations Project (HOP) David Ingram Principal Investigator 2400 Clarksville Paris, TX 75460 (214) 784-9248 20483	Northeastern University Pre-NUPRIME/Sippican Program David C. Balckman Assistant Dean of Engineering and Director, NUPRIME College of Engineering 220 Snell 360 Huntington Avenue Boston, MA 02115 (617) 437-5904 20943	¶ Northern Illinois University DeKalb/NIU Partnership Dr. Marilyn Ruddy Professor of Education, Curriculum, and Instruction DeKalb, IL 60115 (815) 753-9096 20545	¶ Northern Michigan University The Michigan Mathematics Early Placement Test John O. Kiltinen Professor of Mathematics The Seaborg Center Marquette, MI 49855 (906) 227-1600 21157
Northeast Texas Community College Office Occupations 2+2 Program Diane S. Nobles Principle Investigator P.O. Box 1307 Mt. Pleasant, TX 75455 (214) 572-1911 20484	Northeastern University Urban Schools Collaborative Paula D. Clark Director, Urban Schools Collaborative 71 LA 360 Huntington Avenue Boston, MA 02115 (617) 437-2208 21114	Northern Kentucky University Northern Kentucky Inservice Collaborative Dr. Clifton L. McMahon Director, Local School Services Room 100, BEP Building Highland Heights, KY 41076 (606) 572-5632 20417	Northwest Nazarene College The Teacher Intern Program Dr. Lilburn E. Wesche Director, Graduate Studies Nampa, ID 83686 (208) 467-8353 20155
Northeast Texas Community College Regional Planning Dr. Jack L. Foreman Executive Dean for Resource Development P.O. Box 1307 Mt. Pleasant, TX 75455 (214) 572-1911 20548	¶ Northeastern University Greater Boston Foreign Language Collaborative (GBFLC) Mary Ellen Kiddie Assistant Professor Department of Romance Language and Literature Lyons 302-A Chestnut Hill, MA 02167 (617) 437-2234 21263	Northern Kentucky University Northern Kentucky Cooperative for Educational Services Dr. Clifton L. McMahon Director, Local School Services Room 100, BEP Building Highland Heights, KY 41076 (606) 572-5632 20418	Northwestern Connecticut Community College High School Partnership Jack F. Perretti Dean of Community Education Park Place Winsted, CT 06098 (203) 379-8543 20974

Northwestern Oklahoma State University
Northwest Oklahoma Inservice Cooperative (NWOIC)
Ted Guffy
Division Director, Teacher Education
Box 142
Alva, OK 73717
(405) 327-1700, ext. 266
20375

Norwalk Community College
Help Education Gain High Technology (HEIGHT)
Mary A. Schiff
Coordinator, Secretarial Studies
333 Wilson Avenue
Norwalk, CT 06854
(203) 853-2040
20450

Norwalk Community College
Advanced Child Care Education (ACCE)
Darlene Ragozzine
Coordinator, Early Childhood Education
333 Wilson Avenue
Norwalk, CT 06854
(203) 846-1109
20451

Norwalk State Technical College
Saturday Academy
Raymond Biasotti
Assistant to the President
181 Richards Avenue
Norwalk, CT 06854
(203) 855-6648
20134

Nova University
Collegiate Studies
Dr. Phil DeTurk
Dean
3301 College Avenue
Fort Lauderdale, FL 33314
(305) 475-7350
20789

O

Oakland Community College
Federation of Oakland Community College, University, and Schools (FOCUS)
Dr. R. Stephen Nicholson
Chancellor
2480 Opdyke Road
P.O. Box 812
Bloomfield Hills, MI 48303-0812
(313) 540-1527
21001

Oakland University
Oakland Educational Collaborative
Gerald J. Pine
Dean, School of Human and Educational Services
Rochester, MI 48309-4401
(313) 370-3050
20405

Oakland University
Meadow Brook Leadership Academy
Howard Robinson
Executive Director, Meadow Brook Leadership Academy
School of Human and Educational Services
Rochester, MI 48309-4401
(313) 370-3060
20406

Oakland University
Collaborative for Educational Equity and Multicultural Curriculum
Gerald J. Pine
Dean, School of Human and Educational Services
Rochester, MI 48309-4401
(313) 370-3050
20407

Oakland University
The Oakland Counselor Academy
Howard Splete
Professor of Education
School of Human and Educational Services
Rochester, MI 48309-4401
(313) 370-4173
20408

Oakland University
Arts-for-Youth Camps
Carl F. Barnes, Jr.
Director, Center for the Arts
Rochester, MI 48309-4401
(313) 370-3016
20894

Oakton Community College
Maine West High School
NCA Self-Study
Alan Rubin
Professor
1600 East Golf Road
Des Plaines, IL 60016
(312) 635-1600
21002

The Ohio State University
The Ohio Early College Mathematics Placement Testing Program (EMPT)
Dr. Bert K. Waits
Professor and Director
Math Department
231 West 18th Street
Columbus, OH 43210
(614) 292-0746
21098

The Ohio State University
The Young Scholars Program
Dr. James J. Bishop
Special Assistant to the Provost
119 Independence Hall
1923 Neil Avenue
Columbus, OH 43210
(614) 292-3478
21261

Ohio University
Ohio Valley Foreign Language Alliance
Dr. Lois Vines
Associate Professor of French
Department of Modern Languages
Athens, OH 45701
(614) 593-2765
21268

Oklahoma State University
The Oklahoma Cooperative for Clinical Experiences in Teacher Education (OCCETE)
Dr. Steve Marks
Coordinator of Clinical Experience
101 6U
Stillwater, OK 74078
(405) 744-6252
20222

Oklahoma State University
Summer Academic Enrichment
A. Michael Silva
Summer Programs Director
201 Life Science East
Stillwater, OK 74078
(405) 744-5663
20793

Oklahoma State University
Minority Proficiency Program
Dr. William Pixton
Associate Professor of English
Morrill Hall
Stillwater, OK 74078
(405) 744-6140
21008

Oklahoma State University
Early Placement Evaluation in Mathematics (EPEM)
Dr. John Wolfe
Director, EPEM
Department of Mathematics
Stillwater, OK 74078
(405) 744-5781
21031

Old Dominion University Alan Rufus Tonelson Teaching and Learning Center Stephen W. Tonelson Associate Professor Department of Child Study and Special Education Norfolk, VA 23529 (804) 683-3226 20197	Onondaga Community College Minority Access to the Licensed Professions Carol Cowles Project Director and Assistant to the President Syracuse, NY 13215 (315) 469-8695 20876	Otis Art Institute of Parsons School of Design Otis/Parsons ARTS Workshops Carl Smith Senior Admissions Counselor 2401 Wilshire Boulevard Los Angeles, CA 90057 (213) 251-0511 20013	Our Lady of the Lake University Project Teacher Excellence Sr. Eugenia A. Stell Dean, School of Education 411 S.W. 24th Street San Antonio, TX 78207-4666 (512) 434-6711 20830
Olivet College College/Community Schools Cooperative Agreement Dr. R. Lee Cooper Dean of the College Olivet, MI 49076 (616) 749-7618 20051	Onondaga Community College Tech-Prep Activities Dr. Paul Rice Dean, Center for Business, Math, Science, and Technology Syracuse, NY 13215 (315) 469-7741, ext. 520 20901	Otis Art Institute of Parsons School of Design Young Artist Studio Program (YAS) Gina Woodruff Senior Admissions Counselor 2401 Wilshire Boulevard Los Angeles, CA 90057 (213) 251-0504 20014	Pace University Pace Teacher Opportunity Corps (TOC) Michael N. Bazigos Assistant Dean for Funded Outreach Programs Pace School of Education 41 Park Row, Room 414 New York, NY 10038 (212) 346-1472 20265
Onondaga Community College Health Career Project Larry Reader Dean for Health and Community Professions Syracuse, NY 13215 (315) 469-7741, ext. 540 20870	Oral Roberts University Oral Roberts University Educational Fellowship David B. Hand Associate Director GC 617 7777 South Lewis Tulsa, OK 74171 (918) 495-7054 20374	Otterbein College Pre-Freshman Program Susan Gaskell Admissions Counselor Office of Admissions Westerville, OH 43081 (614) 890-0004 20893	Pace University Pace Stay-in-School Partnership Michael N. Bazigos Assistant Dean fo: Funded Outreach Programs School of Education 41 Park Row, Room 414 New York, NY 10038 (212) 346-1472 20932
Onondaga Community College Liberty Partnership Program Carol Cowles Assistant to the President Syracuse, NY 13215 (315) 469-8695 20871	Orangeburg-Calhoun Technical College Articulation Program Ann C. Williams Coordinator, Articulation Program 3250 St. Matthews Road Orangeburg, SC 29115 (803) 536-0311 20490	Our Lady of the Lake University Hispanic Association of Colleges and Universities: Student Success Program Howard Benoit Vice President for Academic Affairs 411 S.W. 24th Street San Antonio, TX 78207-4666 (512) 434-6711 20814	Pace University Pace Liberty Partnerships Program (LPP) Michael N. Bazigos Assistant Dean for Funded Outreach Programs School of Education 41 Park Row, Room 414 New York, NY 10038 (212) 346-1472 20933
Onondaga Community College Programs at Secondary Schools (PASS) John Byrnes Coordinator of Special Registration Syracuse, NY 13215 (315) 469-7741, ext. 350 20872	Oregon Graduate Center Saturday Academy Dr. James Hurtzicker Provost 19600 N.W. Von Neumann Drive Beaverton, OR 97006 (503) 690-1072 21073	Our Lady of the Lake University San Antonio Education Partnership Loretta Schlegel Director, Enrollment Management 411 S.W. 24th Street San Antonio, TX 78207-4666 (512) 434-6711 20829	Pacific Lutheran University Summer Scholars Program Judith W. Carr Dean for Special Academic Programs Tacoma, WA 98447 (206) 535-7130 20772
Onondaga Community College Leaders of Tomorrow Patricia Pirro Director, Center for Community Education Syracuse, NY 13215 (315) 469-7741, ext. 225 20873			

Pacific Lutheran University
Family and Children's Center
Faye M. Anderson
Director, Family and
Children's Center
Tacoma, WA 98447
(206) 535-7652
20773

P Pacific University
Asian Languages Project
Dr. Linda Tamura
Director, Teacher Education
2043 College Way
Forest Grove, OR 97116
(503) 359-2205
20167

Pacific University
Cooperative Fifth-Year/MAT
Program
Dr. Nancy Nagel
Assistant Professor of
Education
2043 College Way
Forest Grove, OR 97116
(503) 359-2205
20243

Paducah Community College
4+1 Saturdays
Dr. J. V. Hennessy
Dean of Academic Affairs
P.O. Box 7380
Paducah, KY 42002-7380
(502) 554-9200
20112

Palmer College of
Chiropractic
Palmer College-School
Alliance
Dr. R. Douglas Baker
Administrative Assistant to
the President
1000 Brady Street
Davenport, IA 52803
(319) 326-9668
20558

C PATHS/PRISM, The
Philadelphia Partnership
for Education Consortium

Philadelphia Renaissance in
Science and Mathematics
Dr. Frederick M. Stein
Director, PRISM
1930 Chestnut Street, Suite
1900
Philadelphia, PA 19103
(215) 665-1400
20383

Paul Quinn College
Adopt-A-School Program
Van S. Allen
Vice President for Academic
Affairs
1020 Elm Street
Waco, TX 76704
(817) 753-6415
20986

Pennsylvania College of
Technology
2+2 Technical Preparation
Dr. Edward M. Geer
Director, Parkes Vocational
Technical Program
One College Avenue
Williamsport, PA 17701
(717) 327-4773
20509

Pennsylvania State
University
Penn State Educational
Partnership Program at
Reading
Dr. Aida I. Rodriguez
Program Director
Tulpehocken Road
P.O. Box 7009
Reading, PA 19610-6009
(215) 320-4927
20913

Pennsylvania State
University, Beaver Campus
Communication Skills
Consortium
Stacy Koutoulakis
Instructor of English and
Associate Director,
Learning Center
Brodhead Road
Monaca, PA 15061
(412) 773-3882
20284

Pennsylvania State
University, Beaver Campus
Minority Advanced
Placement Program
(MAPP)

Margie Walker
Assistant to Director, Student
Programs and Services
Brodhead Road
Monaca, PA 15061
(412) 773-3679
20927

Pennsylvania State
University, Beaver Campus
SAT Review Course
Linda Stiscak
Area Representative
Brodhead Road
Monaca, PA 15061
(412) 773-3768
20928

Pennsylvania State
University, Beaver Campus
Beaver County Guidance
Counselors Association
Regina S. Miller
Admissions Officer
Monaca, PA 15061
(412) 773-3800
21016

Pennsylvania State
University, Fayette
Campus
Keep the Options Open
Program
Jerry Sheridan
Dean of Students
Youngwood, PA 15697
(412) 925-4062
20576

Pennsylvania State
University, McKeesport
Campus
Penn State Educational
Partnership Program at
McKeesport
Darrell G. Thomas
Program Director
University Drive
McKeesport, PA 15132
(412) 675-9000
20915

Pennsylvania State
University, York Campus
Minority Opportunities to
Engineering and Other
Math and Science-Based
Professions

William L. Smallwood
Area Representative for C.E.
1031 Edgecomb Avenue
York, PA 17403
(717) 771-4321
20676

Peru State College
Early Entry Program
Robert Baker
Dean of Continuing
Education
Peru, NE 68421
(402) 872-3815
20644

C Philadelphia College of
Pharmacy and Science
Collaborative for West
Philadelphia Public
Schools
Suzann Brown
Coordinator for Volunteer
Programs
GH-214
43rd and Woodland Avenue
Philadelphia, PA 19104
(215) 596-8536
20660

Phillips County Community
College
Lee High-PCCC Advanced
Placement
James Brasel
Associate Dean for
Enrollment Services
Helena, AR 72342
(501) 338-6474
20623

Phillips County Community
College
Joint Education Council
Dr. Steven Jones
President
Helena, AR 72342
(501) 338-6474
20624

Phillips County Community College Preparatory Reading Enhancement Program (PREP) Gwendolyn McGhee Associate Dean of Adult and Developmental Education P.O. Box 785 Helena, AR 72342 (501) 338-6474 20627	Portland Community College Portland Area Vocational Technical Education Consortium (PAVTEC) Dr. Donald M. Johnson Associate Vice President, Vocational/Technical Education P.O. Box 19000 Portland, OR 97219 (503) 244-6111, ext. 2573 20027	Portland State University Research Collaboration on Daily Physical Education Dr. Robert J. Brustad Assistant Professor, School of Health and Physical Education P.O. Box 751 Portland, OR 97207 (503) 464-4301 21027	Purdue University Lilly Consortium for Gifted Education Dr. John F. Feldhusen Consortia Coordinator Gifted Education Resource Institute South Campus Courts, Building G West Lafayette, IN 47907 (317) 494-7247 20613
Phoenix College Phoenix College/Phoenix Union HSD Staff Development Partnership Project Camilla A. Westenberg English Instructor 1202 West Thomas Road Phoenix, AZ 85013 (602) 285-7365 21271	Portland State University Upward Bound Program Peggy Adams Director, Upward Bound P.O. Box 751 Portland, OR 97207 (503) 464-4010 20024	Pratt Community College/ Area Vocational School Cooperative: Vocational Satellite Program Jerry Burkhardt Satellite Director Gwaltney Hall Pratt, KS 67124 (316) 672-5641 20642	Purdue University High School Testing Program-School of Science and Division of School and Community Programs Dennis H. Sorge Director, Academic Services School of Science Math Building, Room 242 West Lafayette, IN 47907 (317) 494-1990 20841
Pierce College Articulation Agreement George Cummings Executive Dean 9401 Farwest Drive, SW Tacoma, WA 98498 (206) 964-6583 20505	Portland State University Portland MESA Program Kenee Anderson Coordinator, Portland MESA Program P.O. Box 751 Portland, OR 97207 (503) 464-4665 20026	Princeton University Partners in Education Marve Walizer Director, Office of Teacher Preparation 228 West College Princeton, NJ 08544 (609) 452-3336 21071	Purdue University, North Central Campus Super Saturday/Super Summer J. Jeffrey Jones Director, Continuing Education 1401 South U.S. 421 Westville, IN 46391 (219) 872-0527, ext. 281 20088
Pima Community College Vocational Education Planning Directors Barbara Snow Professional and Technical Education Specialist 2007 N. Stone Tucson, AZ 85705 (602) 884-6804 20512	Portland State University Northwest Institute for Science Education (NISE) William G. Becker Director, NISE Chemistry P.O. Box 751 Portland, OR 97207 (503) 464-3811 20421	Providence College A Paideia Approach to Western Civilization Rodney Delasanta Professor of English 346 St. Louis Avenue Woonsocket, RI 02895 (401) 865-2292 20195	Purdue University Wabash Valley Consortium for Gifted and Talented Dr. John F. Feldhusen Consortia Coordinator Gifted Education Resource Institute South Campus Courts, Building G West Lafayette, IN 47907 (317) 494-7247 20612
Polk Community College Polk County Schools Summer Inservice Institute David Buckley Director, Physical, Mathematical, and Engineering Sciences 999 Avenue H, NE Winter Haven, FL 33881 (813) 297-1026 20309	Portland State University Challenge Program Karen Tosi Coordinator, Challenge Program 349 Cramer Hall P.O. Box 751 Portland, OR 97207 (503) 725-3430 20636	Purdue University Title II Inservice Institute: Computers in Math and Science D. R. Elkins Dean, School of Liberal Arts Hamden, CT 06518 (203) 281-8730 20174	Quinnipiac College Title II Inservice Institute: Computers in Math and Science D. R. Elkins Dean, School of Liberal Arts Hamden, CT 06518 (203) 281-8730 20174

R

Radford University
 Clinical Faculty Program
 Dr. Gary Ellerman
 Assistant Dean, College of Education and Human Development
 Box 5820
 Radford, VA 24142
 (703) 831-5277
 20198

Ramapo College of New Jersey
 Partnership for Progress Program
 Donita F. Walker
 Director, Partnership for Progress Program
 505 Ramapo Valley Road
 Mahwah, NJ 07430
 (201) 529-7437
 20856

Rancho Santiago College
 Wilson Elementary Adopt-A-School Program
 Judyanne Chitlik
 Chair, Wilson Adopt-A-School Program
 17th at Bristol
 Santa Ana, CA 92706
 (714) 667-3165
 20596

Rancho Santiago College
 Student Transition and Retention (STAR) Project
 Terry Garrett
 Project Coordinator
 Centennial Education Center
 2900 Edinger Avenue
 Santa Ana, CA 92704
 (714) 667-3445
 20846

Rancho Santiago College
 Career Beginnings Program
 David Guzman
 Dean, Student Development Services
 17th at Bristol
 Santa Ana, CA 92706
 (714) 667-3403
 20847

Reading Area Community College
 Automotive Student Service Educational Training (ASSET)
 Dr. David Lawrence
 Assistant to the Vice President
 2nd and Penn Streets
 Reading, PA 19603
 (215) 372-4721
 20493

F. Reed College
 (no contact provided)
 Reed Young Scholars
 Portland, OR 97202
 (503) 771-1112
 20954

F. Rhode Island College
 Early Enrollment Program (EEP)
 Dr. Kenneth R. Walker
 Director, Early Enrollment Program
 600 Mt. Pleasant Avenue
 Providence, RI 02908
 (401) 456-8018
 21091

Rhode Island School of Design
 RISD/Providence Partnership
 John C. Chamberlin
 Assistant Professor of Teacher Education
 2 College Street
 Providence, RI 02903
 (401) 331-3511, ext. 376
 20488

Rich Mountain Community College
 Program for College Study
 Dr. Richard W. Black
 Dean of Students
 601 Bush Street
 Mena, AR 71953
 (501) 394-5012
 20807

F. Rider College
 Professional Alternatives Consortium for Teachers (PACT)
 Dr. Dennis C. Buss
 Associate Professor of Education
 2083 Lawrenceville Road
 Lawrenceville, NJ 08648
 (609) 895-5474
 20188

Ripon College
 Extended Opportunity Program
 Douglas A. Northrop
 Dean of Faculty
 P.O. Box 248
 Ripon, WI 54971
 (414) 748-8109
 20075

Ripon College
 Advance College Experience (ACE)
 Nancy Livingston
 Coordinator
 P.O. Box 248
 Ripon, WI 54971
 (414) 748-8109
 20077

Rivier College
 Young Scholars Program
 Dr. Rose Arthur
 Dean, Undergraduate Evening School
 420 South Main Street
 Nashua, NH 03060
 (603) 888-1311
 20128

Rivier College
 Challenge Program
 Carol Mauceri
 Challenge Director
 Education Department
 420 South Main Street
 Nashua, NH 03060
 (603) 888-1311, ext. 565
 20129

Rivier College
 Adopt-A-School
 Marta Nissen
 Staff Assistant, Public Affairs
 420 South Main Street
 Nashua, NH 03060
 (603) 888-1311
 20598

Roanoke College
 Elementary Language Fundamentals Program (ELF)
 Dr. Patricia Jordahl
 Chairman, Foreign Language Department
 Salem, VA 24153
 (703) 375-2391
 20840

Roanoke-Chowan Community College
 Pre-Freshman Program
 Dr. Larry Grulick
 Dean of Instruction
 Route 2, Box 46-A
 Ahoskie, NC 27910
 (919) 332-5921
 21090

F. Rochester Community College
 Postsecondary Enrollment Options Program
 Dale Amy
 Student Services Assistant
 851 30th Avenue, SE
 Rochester, MN 55904
 (507) 285-7332
 21221

Rochester Institute of Technology
 Learning Development Center Project
 Dr. Barbara S. Allardice
 Clinical Supervisor
 Learning Development Center
 One Lomb Memorial Drive
 Rochester, NY 14623
 (716) 475-2281
 20671

F. Rochester Institute of Technology
 School/College KEY Program
 Susan M. Rogers
 Director, Distance Learning
 P.O. Box 9887
 Rochester, NY 14618
 (716) 475-5166
 20672

Rochester Institute of Technology
Talent Connection Program
James M. Papero
Administrator of Talent Connection
50 West Main City Center
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-4941/7056
20673

Rochester Institute of Technology
Partnership—School #4
Dr. Elaine Spaull
Associate Vice President for Student Affairs
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-2268
21135

Rockhurst College
Science Alliance
Dr. Joan Caulfield
Coordinator, School-College Relations
1100 Rockhurst Road
Kansas City, MO 64110
(816) 926-4140
20066

Rollins College
Florida Interacademic Consortium (FLIC)
Alice M. Grant
Director, FLIC
Box 2766
Winter Park, FL 32789
(407) 646-2230
20784

Rust College
Pre-Freshman Engineering Program (PREP)
Dr. M. I. Shafi
Chair, Science and Mathematics
150 Rust Avenue
Holly Springs, MS 38635
(601) 252-2565
20790

Rutgers, The State University of New Jersey
University/Industry Science Modules Program
Dr. George J. Pallrand
Director, University/Industry Science Modules Program
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903
(no telephone number provided)
20204

Rutgers, The State University of New Jersey
New Jersey Writing Project
Dr. Janet Emig
Professor, Department of Learning and Teaching
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903
(no telephone number provided)
20205

Rutgers, The State University of New Jersey
Rutgers Educational Alliance Program
Director, Research and Development
Graduate School of Education
10 Seminary Place
New Brunswick, NJ 08903
(no telephone number provided)
20206

Rutgers, The State University of New Jersey
Rutgers, New Brunswick Project
Dr. Carolyn Maher
Center for Mathematics, Science, and Computer Education
SERC Building, Busch Campus
Piscataway, NJ 08854
(201) 932-1766
20207

Rutgers, The State University of New Jersey
Education Task Force of New Brunswick Tomorrow
Dr. Evelyn H. Wilson
Chairperson, Center for Mathematics, Science, and Computer Education
SERC Building, Busch Campus
Piscataway, NJ 08854
(201) 932-1766
21155

Rutgers, The State University of New Jersey
Rutgers-Kenilworth Project
Dr. Carolyn Maher
Center for Mathematics, Science, and Computer Education
SERC Building, Busch Campus
Piscataway, NJ 08854
(201) 932-1766
21166

Rutgers, The State University of New Jersey, Newark Campus
Saturday Academy
Freda I. McClean
Director, Center for Pre-College Education
175 University Avenue
Newark, NJ 07102
(201) 648-5416
20133

Sacred Heart University
17/62 Program
Herman Yepes
Assistant Dean for Admissions
5151 Park Avenue
Fairfield, CT 06432
(203) 371-7880
20135

Sacred Heart University Bridge
Dr. Thomas J. Pepe
Director, Bridge
5151 Park Avenue
Fairfield, CT 06432-1023
(203) 371-7800
20136

Sacred Heart University Project Ahead
Herman Yepes
Assistant Dean for Admissions

5151 Park Avenue
Fairfield, CT 06432
(203) 371-7880
20570

Saginaw Valley State University
Greater Saginaw Valley Regional Educational Cooperative (GSVREC)
Dr. Ralph Coppola
Executive Director, GSVREC and Sponsored Programs
University Center, MI 48710
(517) 790-4295
20704

Saint Cloud State University
District 742 (Saint Cloud Public Schools)/Saint Cloud State University Partnership
Vicky S. Dill
Director, Professional Experiences
EDB 133A
720 4th Avenue South
St. Cloud, MN 56301-4498
(612) 255-3653
20286

St. Edward's University
Project Crossroads
Richard H. Kinsey
Assistant to the President
3001 South Congress Avenue
Austin, TX 78704
(512) 448-8417
20698

St. Edward's University State Migrant Program Robert A. Montgomery Director, State Migrant Program 3001 South Congress Avenue Box 1038 Austin, TX 78704 (512) 448-8628 20929	Saint Francis College North East Regional Instructional Resource Center for Handicapped Children and Youth Dr. M. V. Christy Director, Mosher Center 2701 Spring Street Fort Wayne, IN 46808 (219) 434-3273 20267	Saint Louis College of Pharmacy Saint Louis School Partnership Taylor E. Lindhorst Dean of Student Affairs 4588 Parkview Saint Louis, MO 63110 (314) 367-8700 20038	Saint. Norbert College Saint Norbert College Credit Program Jeanne Lucier Director, College Credit Program DePere, WI 54115-2099 (414) 337-3060 21181
St. Edward's University Rural Upward Bound Randy S. Safady Director, Rural Upward Bound 3001 South Congress Avenue Austin, TX 78704 (512) 448-8632 20930	St. John Fisher College Fisher/Jefferson Partnership Dr. Thomas M. McFadden Vice President for Academic Affairs and Dean Rochester, NY 14618 (716) 385-8116 21243	Saint Mary's College St. Mary's College of Minnesota Program for Advanced College Credit (PACC) Toby Piscitello Vice President for Admissions Waconia, MN 55987 (507) 457-1700 20048	Saint Peter's College Institute for the Advancement of Urban Education Dr. Samuel T. Morneweck Project Director 2641 Kennedy Boulevard Jersey City, NJ 07306 (201) 915-9181 20324
St. Edward's University SEU Adopt-A-School Randa S. Safady Coordinator, Adopt-A-School Program 3001 South Congress Avenue Austin, TX 78704 (512) 448-8626 20931	Saint John's University New York Alliance for the Public Schools Barbara Probst Executive Director 32 Washington Place New York, NY 10003 (212) 998-6770 20254	Saint Mary's College of California Special Education Collaborative Nadine Pedron Assistant Professor of Special Education Special Education Department P.O. Box 4350 Moraga, CA 94575 (415) 631-4700 21009	Saint Peter's College Saint Peter's College Reading Center James Jacobson Director 47 Glenwood Avenue Jersey City, NJ 07306 (201) 915-9253 20594
St. Edward's University Talent Search Robert A. Montgomery Project Director 3001 South Congress Avenue Box 1038 Austin, TX 78704 (512) 448-8628 21033	St. Joseph College Enhancement of Physical Science Teaching, K-8 Dr. Claire Markham Assistant to the President for Academic Affairs West Hartford, CT 06117 (203) 232-4571 21222	St. Joseph College Suffolk Campus Bridge Program Sr. Jean M. Amore Academic Dean 155 Roe Boulevard Patchogue, NY 11772 (516) 654-3200 20956	Saint Peter's College Special Program for Credit and Summer Scholar Program Dr. E. Regina Giuliani Director, High School and College Relations 2641 Kennedy Boulevard Jersey City, NJ 07306 (201) 915-9213 20844
St. Francis College College High School Partnership Program (CHISPP) Dr. Yolanda White Associate Dean Office 706A 180 Remsen Street Brooklyn, NY 11201 (718) 522-2300, ext. 290 20250	Saint Joseph's College- Suffolk Campus Bridge Program Sr. Jean M. Amore Academic Dean 155 Roe Boulevard Patchogue, NY 11772 (516) 654-3200 20956	Saint Mary's College of Maryland Charlotte Hall Program Michael L. Berger Head, Human Development Division Saint Mary's City, MD 20686 (301) 862-0337 21146	Saint Peter's College Saint Peter's College-Hudson County Gifted-and- Talented Program James Jacobson Chair, Department of Education 47 Glenwood Avenue Jersey City, NJ 07306 (201) 915-9253 20864
		St. Saint Mary's College of Maryland Saint Mary's Partnership for Academic Resource Collaboration (SPARC) Robert H. Goldsmith Coordinator of Student Teaching and Field Experience Saint Mary's City, MD 20686 (301) 862-0352 21228	

St. Thomas University Dual Enrollment Program Dr. Marie A. Caputi Director, Graduate and Continuing Education 16400 N.W. 32nd Avenue Miami, FL 33054 (305) 628-6850 20785	San Diego State University Crawford Partnership Carla Mathison Professor of Teacher Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-5963 20336	San Diego State University Santee Cooperative Jim Kaatz Associate Professor and Team Leader 5300 Campanile Drive San Diego, CA 92182 (619) 594-6127 20345	San Diego State University College of Professional Studies and Fine Arts and National City Junior High School Partnership Carole A. Robasciotti Assistant Dean for Student Affairs College of Professional Studies and Fine Arts San Diego, CA 92182 (619) 594-5124 20588
St. Vincent College and Seminary Keep the Options Open Program Jerry Sheridan Dean of Students Youngwood, PA 15697 (412) 925-4062 20576	San Diego State University Auditory Discrimination in Depth Project Dr. Michael Seitz Professor, Department of Communicative Disorders San Diego, CA 92182 (619) 594-4174 20337	San Diego State University South County Cooperative Houston Burnside Professor of Teacher Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-6130 20341	San Diego State University IHE/LEA Program for Teacher Retention and Professional Development Richard Pacheco Professor and Program Director Policy Studies San Diego, CA 92182 (619) 594-5863 20346
Salem College Business-School Partnership Program Sarah Albritton Director, Career Development Winston-Salem, NC 27108 (919) 721-2807 20994	San Diego State University Hearst Cooperative Phyllis Robershaw Professor of Teacher Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-5399 20342	San Diego State University Center for Latin American Studies San Diego, CA 92182 (619) 594-2412 20347	San Diego State University International Studies Education Project of San Diego (ISTEP) Dr. Elsie Begler Director, ISTEP Center for Latin American Studies San Diego, CA 92182 (619) 594-6966 20619
San Diego State University San Diego Mathematics Project Nicholas A. Branca Professor of Mathematical Sciences Center for Research in Math and Science Education San Diego, CA 92182-0315 (619) 594-6864 20334	San Diego State University Kennedy Cooperative Monica Murphy Professor of Teacher Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-4781 20343	San Diego State University Model Education Center (MEC) Dr. Marlowe Berg Professor, School of Teacher Education San Diego, CA 92182 (619) 594-1378 20349	San Diego State University San Diego Mathematics Enrichment Project Frank Holmes Project Director, San Diego Mathematics Enrichment Project College of Engineering San Diego, CA 92182 (619) 594-5679 20888
San Diego State University Navy Fast Track Program Norman F. Dessel Professor and Director, FIPSE Project San Diego, CA 92182 (619) 594-5157 20335	San Diego State University Escondido Union Cooperative James Inskeep Professor of Teacher Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-6129 20344	San Diego State University La Mesa Middle School Partnership Clifford P. Bee Professor of Education 5300 Campanile Drive San Diego, CA 92182 (619) 594-6086 20520	San Diego State University Mathematics, Engineering, Science Achievement (MESA) Susan Dixon Director, MESA College of Engineering Room 403A San Diego, CA 92182 (619) 594-4197 20892

San Diego State University San Diego Urban Mathematics Collaborative Alma Marosz Director, San Diego Urban Mathematics Collaborative Center for Research in Mathematics and Science Education San Diego, CA 92182-0313 (619) 594-6610 21011	Santa Fe Community College Articulation with Santa Fe Technical High School Dr. Tina Ludutsky-Taylor Director, Special Programs P.O. Box 4187 Santa Fe, NM 87502-4187 (505) 471-8200, ext. 315 20457	Seattle Community College College in the High School and Special Programs Julie Hungar Vice Chancellor for Education and Administration 1500 Harvard Seattle, WA 98122 (206) 587-3873 20028	Seminole Community College Investigating Seminole County's Roots: A Multimedia Project for Outstanding Students Dr. Pat Fitzgerald Professor of Philosophy 100 Weldon Boulevard Sanford, FL 32773 (407) 323-1450 20783
San Diego State University Language Development Specialist Dr. Natalie A. Kuhlman Chair, Policy Studies Department/COE San Diego, CA 92182 (619) 594-5155 21121	Santa Fe Community College Dual Enrollment Dr. Sarah Magann Coordinator, High School Programs P.O. Box 1530 Gainesville, FL 32602 (904) 395-5060 20826	 Seattle University Matteo Ricci College Dr. Bernard M. Steckler Dean, Matteo Ricci College Seattle, WA 98122 (206) 296-5405 21102	Seminole Community College Adult Education Programs Marilyn Brisson Director, Adult Education 100 Weldon Boulevard Sanford, FL 32773 (407) 323-1450 21038
Sangamon State University Riverton Writing Project Dr. Barbara Hunter Assistant Professor, Teacher Education Program BRK 310 Springfield, IL 62708 (217) 786-6682 20460	 School of the Art Institute of Chicago Basic Art Support in the Curriculum (BASIC) Angela G. Paterakis Director, BASIC Columbus Drive and Jackson Boulevard Chicago, IL 60603 (312) 443-3745 21059	 Schoolcraft College Tech-Prep Denise Sigworth Director, Grants and Research 18600 Haggerty Livonia, MI 48152 (313) 462-4454 20519	 Seminole Community College Mathematics, Science, and Computer Teacher-Training Workshops and Development of K-8 Astronomy Curriculum Dr. Elaine A. Greenwood Director, Arts and Sciences Services 100 Weldon Boulevard Sanford, FL 32773 (407) 323-1450 20230
San Jose State University College Readiness Program Dr. Betty Sundberg Director, Student Outreach and Recruitment WLC-Room 214 San Jose, CA 95192 (408) 924-2550 20073	Schreiner College Program for Accelerated College Enrollment, Early, and Co-Enrollment (PACE) Darlene Bannister Registrar Kerrville, TX 78028 (512) 796-5411 20836	 Seminole Community College Dual Enrollment Dr. Elaine A. Greenwood Director, Arts and Sciences Services 100 Weldon Boulevard Sanford, FL 32773 (407) 323-1450 20718	Seton Hall University Project Acceleration Dr. William A. Smith Coordinator, Project Acceleration 400 South Orange Avenue South Orange, NJ 07040 (201) 761-9430 20939
 Santa Barbara City College Santa Barbara Articulation Council John Romo Vice President, Instruction 721 Cliff Drive Santa Barbara, CA 93109 (805) 965-0581 20454	Seminole Community College Collaborative/Partnership Gracia M. Miller Admissions Officer 100 Weldon Boulevard Sanford, FL 32773-6199 (407) 323-1450 20719	Seton Hill College Keep the Options Open Jerry Sheridan Dean of Students Youngwood, PA 15697 (412) 925-4062 20576	Seton Hill College Keep the Options Open Dr. Vivien Linkhart, SC Academic Dean Greensburg, PA 15601 (412) 838-4217 20622

Shaw University
Upward Bound Program
 Keith Smith
 Director, Upward Bound
 118 East South Street
 Raleigh, NC 27611
 (919) 755-4897
 20921

Shippensburg University
Urban Education Initiative
 Robert B. Bartos
 Dean, College of Education/
 Human Services
 Shippensburg, PA 17257
 (717) 532-1373
 21029

Shoreline Community
College
Secondary/Postsecondary
Articulation Project
 Carolyn Henry
 Chair, Business
 Administration Division
 16101 Greenwood Avenue
 North
 Seattle, WA 98133
 (206) 546-4731
 20495

Siena College
Cooperative Siena/Watervliet
City Schools
 Dr. Robert Hayden
 Head, Department of
 Education
 Loudonville, NY 12211
 (518) 783-2307
 20666

Siena Heights College
Math and Science Teachers
Institute-Siena Heights
Computer Camp
 Timothy H. Husband
 Coordinator
 1247 East Siena Heights
 Drive
 Adrian, MI 49221
 (517) 263-0731
 20404

Simmons College
Simmons College-School
Consortium
 Dr. Bard R. Hamlen
 Associate Clinical Professor
 of Education
 300 The Fenway
 Boston, MA 02115
 (617) 738-2158
 20597

Simon's Rock of Bard
College
Early College Partnership
 Brian R. Hopewell
 Director, Admissions
 Great Barrington, MA 01230
 (413) 528-0771
 20121

Smith College
Western Massachusetts Five
College/Public School
Partnership
 Mary Alice B. Wilson
 Coordinator, Five Colleges,
 Inc.
 P.O. Box 740
 Amherst, MA 01004
 (413) 256-8316
 21048

South Carolina State
College
Partners in Education (PIE)
 Johnnie Mitchell Sharpe
 Associate Professor
 P.O. Box 3112
 Orangeburg, SC 29117
 (803) 534-5227
 20593

Southeastern
Massachusetts University
Projects for High Learning
Potential (PHLP)
 Robert L. Piper
 Professor of Political Science
 and Director, PHLP
 North Dartmouth, MA 02747
 (508) 999-8036
 21065

Southern Illinois University
at Carbondale
Renewal Institute for
Practicing Educators
 Dean L. Stuck
 Director, Renewal Institute
 College of Education
 Wham Building 321
 Carbondale, IL 62901
 (618) 453-2888
 21061

Southern Maine Vocational
Technical Institute
Students of the 21st Century
 Penny Cary
 Instructor of English
 South Portland, ME 04106
 (207) 799-7303
 20140

Southern University-
Shreveport
Southern University-
Shreveport and Caddo
Parish Schools Partnership
 Joyce R. Buggs
 Assistant to the Vice
 Chancellor for Academic
 Affairs
 3050 Martin Luther King, Jr.
 Drive
 Shreveport, LA 71107
 (318) 674-3315
 20810

Southern Utah State College
Southern Utah State College
Concurrent Enrollment
Program
 Terry D. Alger
 Provost
 Administrative Building
 Cedar City, UT 84720
 (801) 586-7705
 20723

Southeast Missouri State
University
Adopt-A-School
 Dr. Wordy Buckner
 Director, Education Field
 Experiences
 901 South National
 Springfield, MO 65802
 (417) 836-5253
 20557

Southwest State
University
Enrollment Options Project
 Dr. John M. Bowden
 Director of the Library
 Marshall, MN 56258
 (507) 537-6108
 20070

Southwest Texas State
University
LBJ Institute for the
Improvement of Teaching
and Learning
 Leslie Huling-Austin
 Director, LBJ Institute
 School of Education
 San Marcos, TX 78666
 (512) 245-2039
 20210

Southwest Texas State
University
Classroom Management and
Discipline Program
 Margaret E. Dunn
 Director, Classroom
 Management and
 Discipline Program
 1002 Education Building
 San Marcos, TX 78666
 (512) 245-2438
 21044

Southwestern Michigan
College
Career/Tech-Prep 4+2
 Norman C. Ashcraft
 Dean, School of Technology
 58900 Cherry Grove Road
 Dowagiac, MI 49047
 (616) 782-5113
 20432

Southwestern University
Spanish Language and
Culture
 Elaine Phillips
 Assistant Professor of Foreign
 Languages
 Georgetown, TX 78626
 (512) 863-1598
 20377

Southwestern University Partners in Reading Dr. Nick Sikes Chair, Education Department Georgetown, TX 78626 (512) 863-1476 20832	State University of New York at Albany The Costa Rican Teacher Exchange Program Michael DeRensis Director, General Studies ULB 66 1400 Washington Avenue Albany, NY 12222 (518) 442-5140 20604	State University of New York at Buffalo Gifted Math Program (GMP) Dr. Gerald R. Rising Director 560 Baldy Hall Buffalo, NY 14260 (716) 636-3175 21125	State University of New York College at New Paltz Dean's Award for Excellence in Teaching James O'Connell Dean, School of Education Old Main Building New Paltz, NY 12561 (914) 257-2800 21076
Southwestern University Operation Achievement Dr. Gregory Washington Director, Multicultural Affairs Georgetown, TX 78626 (512) 863-1218 20833	State University of New York at Albany University in High School Frank G. Carrino Associate Dean of Humanities and Program Director HU229 1400 Washington Avenue Albany, NY 12222 (518) 442-4148 20863	State University of New York College at Brockport Genesee River Valley Project Partnership Kenneth P. O'Brien Chair, Department of History Brockport, NY 14420 (716) 395-2377 20184	State University of New York College at New Paltz Science and Technology Entry Program (STEP) Kristin Backhaus Research Specialist and Assistant to the Dean Old Main Building New Paltz, NY 12561 (914) 257-2800 21089
Springfield College in Illinois Five-Year Plan with Ursuline Academy Dr. Karen H. Anderson Provost 1500 North Fifth Street Springfield, IL 62702 (217) 525-1420 20044	State University of New York at Binghamton More Math for More Females Debra Pert Project Coordinator Center for Education and Social Research Binghamton, NY 13901 (607) 777-6044 20183	State University of New York College at Brockport Teacher Opportunity Corps Dr. Betsy Balzano Professor of Education Department of Education and Human Development Brockport, NY 14420 (716) 395-5549 20232	State University of New York College at New Paltz Science and Technology Entry Program (STEP) Victoria Garrison Associate Professor and Project Director 203A Old Main Building New Paltz, NY 12561 (914) 257-3513 21229
Stanford University Stanford/Schools Collaborative (S/SC) Beverly Carter Director, Stanford/Schools Collaborative School of Education Stanford, CA 94305 (415) 723-1240 20695	State University of New York at Binghamton Binghamton School Partnership Project Allison Alden Project Coordinator Center for Education and Social Research Binghamton, NY 13901 (607) 777-4604 21030	State University of New York College at Fredonia Fredonia-Hamburg Teacher Education Center Dr. Matthew J. Ludes Chairperson, Department of Education Thompson Hall Fredonia, NY 14063 (716) 673-3311 21075	State University of New York College at Oneonta Shaker High School Time-Shortened Degree Program Dr. Vincent F. Foti Associate Dean for Academic Administration 102 Administration Building Oneonta, NY 13820 (607) 431-3390 21104
State University of New York at Albany Capital Area School Development Association (CASDA) Dr. Richard Bamberger Executive Director, CASDA Husted 211 1400 Washington Avenue Albany, NY 12222 (518) 442-3796 20293	State University of New York at Buffalo Clinical Faculty Program Catherine Cornbleth Professor and Brief Director 208 Baldy Hall Buffalo, NY 14260 (716) 636-2461 20387	State University of New York College at New Paltz Curriculum Materials Center Dr. James O'Connell Dean of Faculty of Education Old Main Building New Paltz, NY 12561 (914) 257-2800 20316	State University of New York College at Oneonta Catskill Area School Study Council (CASSC) Lawrence J. Heldman Executive Secretary, CASSC 101C Alumni Hall Oneonta, NY 13820-4015 (607) 431-2533 21138

State University of New York College at Oswego Foreign Language Immersion Program (FLIP) Linda A. Syrell Dean for Continuing Education, Public Service, and Summer Sessions 250 Wilber Hall Oswego, NY 13126 (315) 341-2270 20765	State University of New York College at Potsdam Stay In School Partnership Program Cathy Klein Project Director Maxcy Hall Potsdam, NY 13676 (315) 267-2312 20975	State University of New York Institute of Technology at Utica/Rome Computer-Graphics Training for Teachers Dr. Violet A. Towne Director, Center for Training and Professional Development P.O. Box 3050 Utica, NY 13504 (315) 792-7158 20317	Stockton State College Admissions Ambassador Program Melvin L. Gregory Assistant Director, Admissions Pomona, NJ 08240-9988 (609) 652-4832 20861
State University of New York College at Oswego BOCES Senior Program Linda A. Syrell Dean for Continuing Education, Public Service, and Summer Sessions 250 Wilber Hall Oswego, NY 13126 (315) 341-2270 20766	State University of New York College at Purchase SUNY Purchase Westchester School Partnership Dr. Sidney Trubowitz Executive Director 735 Anderson Hill Road Purchase, NY 10577-1400 (914) 251-6870 20288	State University of New York Institute of Technology at Utica/Rome Summer Gifted/Talented Program Dr. Ronald Sarner Associate Professor P.O. Box 3050 Utica, NY 13504-3050 (315) 792-7234 20845	Stonehill College Staff Development Academy Rita E. Smith Director, Stonehill Education Project Washington Street North Easton, MA 02357 (508) 230-1056 20328
State University of New York College at Oswego Project SMART: Partnership for Science and Math Applied Resources for Teaching C. Thomas Gooding Dean of Graduate Studies 602 Culkin Hall Oswego, NY 13126 (315) 341-3152 21212	State University of New York College of Agriculture and Technology at Morrisville Aristotle Program Dr. Charles D. Blaas Dean for Math, Science, and Engineering Technology Morrisville, NY 13408 (315) 684-6082 20900	Stetson University Mathematics for High School Teachers Dr. Gareth Williams Professor Department of Mathematics DeLand, FL 32720 (904) 734-4121, ext. 470 20422	Stonehill College Superintendents' Center for Public Leadership, Policy Development, and Planning Rita E. Smith Director, Stonehill Education Project Washington Street North Easton, MA 02357 (508) 230-1056 20329
State University of New York College at Plattsburgh North Country Mentor/ Intern Teacher Consortium Dr. Michael P. Wolfe Director, Center for Teacher Education 400 Sibley Hall Plattsburgh, NY 12901 (518) 564-2122 20215	State University of New York College of Agriculture and Technology at Morrisville BOCES Telelearning Project Peggy Raynor Project Coordinator 112 South Broad Street Norwich, NY 13815 (607) 334-5144 20962	Stetson University Stetson Academic Talent Program for the Academically Talented Dr. Mitchell G. Reddish Director, Stetson Academic Talent Program Box 8354 DeLand, FL 32720 (904) 734-4121, ext. 545 20944	Stonehill College Teachers on Tour Program Rita E. Smith Director, Stonehill Education Project Washington Street North Easton, MA 02357 (508) 230-1056 20591
State University of New York College of Technology at Delhi Early Admission to College Program Thomas A. Banks Director, Continuing Education 108 Evenden Tower Delhi, NY 13753 (607) 746-4151 21242	Stevens Institute of Technology Center for Improved Engineering and Science Education (CIESE) Edward A. Friedman Director, CIESE, and Professor of Management Hoboken, NJ 07030 (201) 420-5188 20194	Stonehill College College Mentor Program Sherry Pinter Director, Community and Professional Development Washington Street North Easton, MA 02357 (508) 230-1081, ext. 1258 20869	

Stonehill College
Stonehill College's Gifted and Talent Program
Paul R. Gastonguay
Associate Academic Dean
North Easton, MA 02357
(508) 230-1081
20922

Sue Bennett College
Destination Graduation
Cubby Tooms
Coordinator
101 College Street
London, KY 40741
(606) 864-2238
20607

Surry Community College
Surry Community College-Surry County Schools Partnership
John K. Collins
Dean of Career Education
P.O. Box 304
Dobson, NC 27017
(919) 386-8121
20522

Susquehanna University
Teacher Intern Program
Bonita K. Troxell
Teacher Intern Coordinator
Selinsgrove, PA 17870-1001
(717) 372-4240
21175

Sweet Briar College
Science Challenge
Angelia Allen
Project Director, Science Challenge
Admissions Office
Sweet Briar, VA 24595
(804) 381-6142
20711

Syracuse University
West Genesee/Syracuse University Teaching Center
Gwen Yarger-Kane
Coordinator and Associate Professor
162 Huntington Hall
Syracuse, NY 13244
(315) 443-2684
21124

Syracuse University
Schools and University Partnership for Educational Responsibility (SUPER)
Dr. Ronald R. Cavanagh
Vice President for Undergraduate Studies
304 Tolley Administration Building
Syracuse, NY 13244-1100
(315) 443-1899
21142

Syracuse University
Project Advance (PA)
Dr. Franklin P. Wilbur
Director, Project Advance
111 Waverly Avenue, Suite 200
Syracuse, NY 13244-2320
(315) 443-2404
21143

T

Tacoma Community College
Career Beginnings
Bill Bloomfield
Program Director
P.O. Box 9110
Waltham, MA 02254-9110
(617) 736-3770
20839

Tallahassee Community College
Minority Outreach Education Program
Sylvia DeLoach
Assistant Vice President, Student Affairs
444 Appleyard Drive
Tallahassee, FL 32304-2895
(904) 488-9200
20823

Tallahassee Community College
Dual Enrollment Program for High School Students
Debra Austin
Director, Extended Studies Program
444 Appleyard Drive
Tallahassee, FL 32304-2895
(904) 488-9200
21092

Technical College of the Lowcountry
Educational Talent Search
Frances McCollough
Trio Director
P.O. Box 1288
Beaufort, SC 29901
(803) 525-8324
20682

Technical College of the Lowcountry
Upward Bound
Frances McCollough
Trio Director
P.O. Box 1288
Beaufort, SC 29901
(803) 525-8324
20683

Technical College of the Lowcountry
Careers and Choices Exploration Program
Sherri L. Shoffner
Coordinator of Job Placement and Career Development
P.O. Box 1288
Beaufort, SC 29901
(803) 525-8221
20684

Temple University
Exemplary Schools Project
Dr. JoAnn Manning
Research Associate
909 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3012
20240

Temple University
The Asian Teachers Program
Dr. Gail Weinstein-Shr
Assistant Professor of English Education
446 Ritter Hall
Philadelphia, PA 19122
(215) 787-3344
20176

Temple University
Temple University-School District of Philadelphia Exemplary Schools Project
Dr. Margaret C. Wang
Professor and Director
Center for Research on Human Development and Education
Ritter Hall, 9th Floor
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3692
20425

Temple University
Temple-Law, Education, and Participation (LEAP)
Beth E. Farnbach
Executive Director
1719 North Broad Street
Philadelphia, PA 19122
(215) 787-8948
20238

Temple University
College-School-State Collaborative Model for School Improvement
Dr. Margaret C. Wang
Director
Temple University Center for Research
933 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3001
20239

Temple University
The Pennsylvania LEAD Institute
Dr. JoAnn Manning
Project Coordinator
909 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3012
20240

Temple University
Temple University-School District of Philadelphia Exemplary Schools Project
Dr. Margaret C. Wang
Professor and Director
Center for Research on Human Development and Education
Ritter Hall, 9th Floor
13th Street and Cecil B.

Moore Avenue
Philadelphia, PA 19122
(215) 787-3692
20425

Temple University
"Tell Them We Are Rising"
Dr. Richard M. Englert
Dean, College of Education
Broad and Montgomery
Philadelphia, PA 19122
(215) 787-8017
20752

Temple University
Project Temple University-Taking on Responsibility (Project TU-TOR)
Dr. Leo Rigsby
Project Director, TU-TOR
939 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3007
20753

Temple University
The Adaptive Learning Environments Model Project (ALEM)
Dr. Ivan Quandt
Project Director, ALEM
937 Ritter Hall Annex
13th Street and Cecil B. Moore Avenue
Philadelphia, PA 19122
(215) 787-3006
20754

Temple University
Temple-Moorestown Honors English
Glen A. Omans
Professor of English
Philadelphia, PA 19122
(215) 787-1806
20755

Temple University
Early Admission Program
Donald D. Titus
Associate Professor of Chemistry
Department of Chemistry
Philadelphia, PA 19122
(215) 787-7127
20756

Temple University
The Urban Mathematics Program
John Chen
Program Director
College of Education
Philadelphia, PA 19122
(215) 787-8017
20757

Temple University
PRIME Universities Program (PUP)
F. Stanton Woerth
College of Engineering, Computer Science, and Architecture
CEA Building
Philadelphia, PA 19122
(215) 787-7805
20758

Temple University
PRIME Saturday Tutorial and Enrichment Program
F. Stanton Woerth
College of Engineering, Computer Science, and Architecture
CEA Building
Philadelphia, PA 19122
(215) 787-7805
20759

Tennessee Board of Regents
Tennessee Collaborative for Educational Excellence
Dr. Bene S. Cox
Assistant Vice Chancellor for Academic Affairs
Tennessee Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217
(615) 366-4400
21266

Tennessee State University
Tennessee State and Department of Education Contract
Gearldean Johnson
Teacher Educator
Nashville, TN 37209-1561
(615) 320-3378
20226

Tennessee State University
Project Pencil
Gloria M. Lewis
Assistant Professor
3500 John A. Merritt Boulevard
Nashville, TN 37209-1561
(615) 320-3163
20582

Tennessee State University
Adopt-A-School
Dr. James A. Campbell
Acting Department Head
Department of Biological Sciences
Nashville, TN 37209-1561
(615) 320-3325
20583

Tennessee State University
Student Writer's Showcase
Dr. Clayton C. Reeve
Department Head
Department of Languages, Literature, and Philosophy
Nashville, TN 37203
(615) 320-3018
20964

Tennessee State University and Community College System and University of Tennessee
Tennessee Collaborative for Educational Excellence
Dr. Bene S. Cox
Assistant Vice Chancellor for Academic Affairs
State Board of Regents
1415 Murfreesboro Road, Suite 350
Nashville, TN 37217
(615) 366-4400
20514

Tennessee Technological University
Rural Education Research and Service Consortium
Dr. Margaret Phelps
Director, Rural Education
Box 5112
Cookeville, TN 38505
(615) 372-3791
21099

Texas A & M University
Principals' Center
Dr. David Hinojosa
Associate Professor and Director
Department of Educational Administration
College Station, TX 77843-4225
(409) 845-2766
20219

Texas A & M University
Texas Alliance for Science Technology and Mathematics Education
Dr. Robert K. James
Director
EDCI, College of Education Center for Mathematics and Science
College Station, TX 77843-4232
(409) 845-0825
20220

Texas A & M University at Galveston
Science Fair
Dr. Gerald F. Hite
Associate Professor, MARS
Galveston, TX 77553-1675
(409) 740-4509
20801

Texas State Technical Institute
Adopt-A-School, Articulation, Linkage
Harry E. Clair
Coordinator, Collaborative Projects
3801 Campus Drive
Waco, TX 76705
(817) 799-3611, ext. 2058
20429

Texas Tech University
Adopt-A-Classroom Project
Dr. Richard E. Ishler
Dean, College of Education
Box 4560
Lubbock, TX 79409
(806) 742-2377
20566

Texas Woman's University TWU Alliance Program Dr. Lloyd M. Bennett Professor P.O. Box 22846 Denton, TX 76204 (817) 898-2227 20996	Tri-State University Steering Committee for Improved Participation in Postsecondary Education (SCIPPE) Louis T. Levy Director, Admissions Angola, IN 46703 (800) 347-4878 21214	Trinity College Career Beginnings Betty A. Cox Director, External Affairs 300 Summit Street Hartford, CT 06106 (203) 297-2092 21194	Trinity College I Have A Dream Betty A. Cox Director, External Affairs 300 Summit Street Hartford, CT 06106 (203) 297-2092 21200
Towson State University Write to Learn Project Elyse Eidman-Aadahl Associate Director Maryland Writing Project Hawkins Hall Towson, MD 21204 (301) 321-3593 20160	Trinity College Classical Magnet School Program Drew A. Hyland 300 Summit Street Hartford, CT 06106 (203) 297-2426 21189	Trinity College Big Brothers and Big Sisters Sherri Watkins Outreach Coordinator 300 Summit Street Hartford, CT 06106 (203) 297-2382 21195	Trinity College Ramon E. Betances School Ivan A. Backer Director, SINA 300 Summit Street Hartford, CT 06106 (203) 297-2278 21201
Towson State University Maryland Writing Project (MWP) Elyse Eidman-Aadahl Associate Director (C. Keith Martin, Campus Director) Hawkins Hall Towson, MD 21204 (301) 321-3593 20161	Trinity College High School Lecture Series Betty A. Cox Director, External Affairs 300 Summit Street Hartford, CT 06106 (203) 297-2092 21190	Trinity College National Youth Sports Program Rick Hazelton Director, Athletics 300 Summit Street Hartford, CT 06106 (203) 297-2055 21196	Trinity College of Vermont Small School Institute (SSI) Dr. Tim Whiteford Associate Professor 208 Colchester Avenue Burlington, VT 05477 (802) 658-0337 20172
Tri-County Technical College Partnership for Academic and Career Education (PACE) Diane M. Walter Executive Director, PACE P.O. Box 587 Pendleton, SC 29670 (803) 646-8361 20516	Trinity College Connecticut Pre-Engineering Program (CFEP) Naomi Amos Director, Faculty Grants 300 Summit Street Hartford, CT 06106 (302) 297-2010 21191	Trinity College Capital Area Corporate Scholars Program Anne M. Zartarian Director, Financial Aid 300 Summit Street Hartford, CT 06106 (203) 297-2948 21197	Trinity University The Alliance for Better Schools Dr. John H. Moore Chair, Department of Education 715 Stadium Drive San Antonio, TX 78284 (512) 736-7501 21117
Trident Technical College College/High School Partnership Lenita Jacobs-Simmons Grants Coordinator P.O. Box 10367 DV-C Charleston, SC 29411 (803) 572-6195 20949	Trinity College Trinity Outreach Tutoring Program Sherri Watkins Outreach Coordinator 300 Summit Street Hartford, CT 06106 (203) 297-2383 21192	Trinity College Poet-in-Residence Amelia Silvestri Executive Coordinator 300 Summit Street Hartford, CT 06106 (203) 297-2454 21198	Trinity University Upward Bound Joyce E. McQueen Director, Upward Bound Department of Education 715 Stadium Drive San Antonio, TX 78212 (512) 736-7590 21087
	Trinity College Upward Bound Dennis Mink Director, Upward Bound 300 Summit Street Hartford, CT 06106 (203) 297-2124 21193	Trinity College Scholar of the Month Ivan A. Backer Director, SINA 300 Summit Street Hartford, CT 06106 (203) 297-2278 21199	Triton College School/College Partnership Allen D. Arnold Executive Vice President 2000 Fifth Avenue River Grove, IL 60171 (312) 456-0300, ext. 582 20067

Truckee Meadows Community College
Joint Occupational Council
Dr. Elsie Doser
Associate Dean of Occupations
Reno, NV 89512
(702) 673-7134
21255

Tulsa Junior College
Planning for High School and Beyond
Bill Wells
Dean
6111 East Skelly Drive
Tulsa, OK 74135
(918) 622-5100
21224

Tyler Junior College
High School to College Articulation
Richard T. Mintor
Dean of Program Development
P.O. Box 9020
Tyler, TX 75711
(214) 531-2328
20428

Ulster County Community College
UCCC/MHTC/BOCES Elementary Math Teachers Project
Anita DeFina
Director, DDE Title II Grant
Stone Ridge, NY 12484
(914) 687-7621
20214

Ulster County Community College
2+2 Partnership Program
Anita DeFina
Coordinator, 2+2 Programs
Stone Ridge, NY 12484
(914) 687-7621
20472

Union County College
Project Alliances
Dr. Leonard Kreisman
Vice President for Academic Affairs
1033 Springfield Avenue
Cranford, NJ 07016
20127

Universidad Metropolitana
Region 13 Multifunctional Resource Center for Bilingual Education
Cesar D. Cruz Cabello
Program Director, Region 13 MRC
Apartado 2150
Rio Piedras, PR 00928
(809) 766-1717, ext. 557
20208

Universidad Metropolitana
Educational Personnel Training
Gloria M. Rivera Figueroa
Director, Educational Personnel Training Program
Box 21150
Rio Piedras, PR 00928
(809) 766-1717, ext. 327
20212

University of Akron
High Schools for the Future
Dr. Walter Yoder
Professor and Director, Student Teaching
College of Education
228 Zook Hall
Akron, OH 44325-4201
(216) 375-7961
20437

University of Akron
Special High School/College Program
Gary Traveny
Academic Adviser
302 East Buchtel
Akron, OH 44325-6206
(216) 375-7430
20966

University of Akron
The Kenmore Project
Dr. Harold M. Foster
Professor of English Education
134 Zook Hall
Akron, OH 44325
(216) 375-7765
21053

University of Alabama
Biomedical Sciences Preparation Program (BioPrep)
Dr. Larry Rainey
Project Director, BioPrep
Box 870326
Tuscaloosa, AL 35487-0326
(205) 348-7952
21084

University of Alabama at Birmingham
Adopt-A-School (Birmingham Public Schools)
Odessa Woolfolk
Special Assistant to the President
MJH, Room 124
UAB Station
Birmingham, AL 35294
(205) 934-9349
20145

University of Alabama at Birmingham
Birmingham Partnership
Dr. Nancy N. Loposer
Assistant Dean, School of Education
Birmingham, AL 35294
(205) 934-5322
20229

University of Alabama at Birmingham
Jefferson County Educational Consortium
Dr. Ruric Wheeler
Professor of Mathematics
Birmingham, AL 35209
(205) 870-2011
20568

University of Alaska
UAF/Denali Science Teaching Project
Pat Nelson
Professor of Education
Gruening Building, 7th Floor
Fairbanks, AK 99775-0600
(907) 474-6439
20181

University of Alaska
K-8 Alaska Science Consortium
Nancy Murphy
Assistant Professor of Education
Department of Education
Fairbanks, AK 99775-0600
(907) 474-6589
20523

University of Alaska
Science Fellows Program.
Nancy Murphy
Assistant Professor of Education
Department of Education
Gruening Building, 7th Floor
Fairbanks, AK 99775-0600
(907) 474-6589
20696

University of Alaska at Fairbanks
Rural Alaska Honors Institute (RAHI)
Jim Kowalsky
Director, RAHI
Alaska Native Programs
508 Gruening Building
Fairbanks, AL 99775-0140
(907) 474-6887
20735

University of Alaska
Family Science Festival
Nancy Murphy
Assistant Professor of Education
Education Department
Gruening Building, 7th Floor
Fairbanks, AK 99775-0600
(907) 474-6581
21006

University of Arkansas at Fayetteville Arkansas Education Renewal Consortium Dr. Michael Wavering Department Head, Teacher Education GRAD 324 Fayetteville, AR 72701 (501) 575-4209 20373	University of Baltimore Adopt-A-School Project Dr. M. Lou Luchsinger Associate Provost 1420 North Charles Street Baltimore, MD 21201 (301) 625-3048 20162	University of California, Davis Northern California Science Project Wendell Potter Director, University-School Programs Davis, CA 95616 (916) 752-0220 20394	University of California, Davis Summer Humanities Institute (SHI) Dr. Daniel L. Wick Director, Summer Sessions 376 Mrak Hall Davis, CA 95616 (916) 752-1647 20638
University of Arkansas at Fayetteville Arkansas Education Renewal Consortium Dr. Michael Wavering Department Head, Teacher Education 308 GE Fayetteville, AR 72701 (501) 575-4283 20585	University of California, Berkeley School-University Partnership for Educational Renewal (SUPER) Dr. N. H. Gabelko Director, Graduate School of Education Berkeley, CA 94702 (415) 642-4027 21252	University of California, Davis Northern California Mathematics Project (NCMP) Judith Kysh Director, Northern California Mathematics Program Davis, CA 95616 (916) 752-8393 20395	University of California, Davis Mathematics Diagnostic Testing and Consulting Program Daniel Roy Director, Student Special Services Davis, CA 95616 (916) 752-2007 20699
University of Arkansas at Little Rock Gifted Math Program Kathy Briggs Director, Gifted Math Program Gifted Programs, Education 112 2801 South University Avenue Little Rock, AR 72204 (501) 569-3410 20629	University of California, Davis Mobile Math Lab Susan Ostergard Supervisor and Lecturer Davis, CA 95616 (916) 752-0757 20023	University of California, Davis Nuclear Age Education Institute John Jungerman Professor of Physics Davis, CA 95616 (916) 752-1275 20443	University of California, Davis Center for Cooperative Education Research Jon Wagner Director, University-School Programs Davis, CA 95616 (916) 752-6632 21026
University of Arkansas at Little Rock Arkansas' Project MAST: Math and Science Together Kathy Briggs Director, Gifted Math Program Gifted Programs, Education 112 2801 South University Avenue Little Rock, AR 72204 (501) 569-3410 20631	University of California, Davis Area 3 Writing Project (A3WP) Laura Stokes Director, University School Programs Davis, CA 95616 (916) 752-8394 20311	University of California, Davis Capitol Center MESA James F. Shaefford Associate Dean for Undergraduate Students College of Engineering Davis, CA 95616 (916) 752-0556 20634	University of California, Davis Diagnostic Testing and Consulting Program in Composition Daniel Roy Director, Student Special Services Davis, CA 95616 (916) 752-2007 21144
	University of California, Davis Agricultural Education Program Summer Science Institute for Agricultural Teachers James Leising Supervisor of Teacher Education Department of Applied Behavioral Sciences Davis, CA 95616 (916) 752-1808 20393	University of California, Davis Engineering Summer Residency Program Jane C. Elliott Manager of Minority Services and Programs College of Engineering Davis, CA 95616 (916) 752-7761 20635	University of California, Irvine Student/Teacher Educational Partnership (STEP): Partnership for Advancement of Learning Manuel Gomez Assistant Vice Chancellor EOP/SAA ADM 152 Irvine, CA 92717 (714) 856-4804 21272

University of California, Los Angeles The Center for Academic Interinstitutional Programs (CAIP) Dr. Patricia S. Taylor Director, CAIP Gayley Center #304 405 Hilgard Avenue Los Angeles, CA 90024-1372 (213) 825-2531 20379	University of California, Riverside Inland Area Mathematics Project Sue Teele Director, Education Extension University Extension/ Education H101 Bannockburn Riverside, CA 92521-0112 (714) 787-4361 21206	University of California, Riverside Early Academic Outreach Javier Hernandez Coordinator, Early Academic Outreach 1101 Administration Riverside, CA 92521 (714) 787-4695 21210	University of Central Arkansas Arkansas Education Renewal Consortium Joe Hundley Director, Center for Academic Excellence Conway, AR 72032 (501) 450-3400 21107
University of California, Riverside California Educational Research Cooperative Douglas Mitchell Professor of Education Riverside, CA 92521 (714) 787-3026 21202	University of California, Riverside Inland Empire Consortium for International Studies Sue Teele Director, Education Extension University Extension/ Education H101 Bannockburn Riverside, CA 92521-0112 (714) 787-4361 21207	University of California, High School-University Program Tricia Lyons Director, High School- University Program Riverside, CA 92521-0151 (714) 787-3881 21211	University of Charleston Community Alliance to Support Education (CASE) Connie Young Director, Degree Certificate Programs 2300 MacCorkle Avenue, SE Charleston, WV 25304 (304) 357-4812 20599
University of California, Riverside Comprehensive Teacher Education Institute Katherine Merseth Visiting Assistant Professor of Education Riverside, CA 92521 (714) 787-4607 21203	University of California, Riverside Institute for Educators on Nuclear Weapons Sue Teele Director, Education Extension University Extension/ Education H101 Bannockburn Riverside, CA 92521-0112 (714) 787-4361 21208	University of California, San Diego UCSD Science Teacher Institute Pat Kyle Director, Education, Health, and Behavioral Sciences University Extension X-001 LaJolla, CA 92093 (619) 534-3444 21230	University of Chicago Summer Seminars for High School Teachers Laura Bornholdt Director, University-School Relations Administration 501 5801 South Ellis Chicago, IL 60637 (312) 702-8135 21060
University of California, Riverside California New Teacher Project Katherine Merseth Coordinator, Continuing Supervision Model School of Education Riverside, CA 92521 (714) 788-6590 21204	University of California, Riverside Science Alliance Sue Teele Director, Education Extension University Extension/ Education H101 Bannockburn Riverside, CA 92521-0112 (714) 787-4361 21209	University of California, Santa Barbara UCSB/Schools/SBCC Partnership Richard J. Shavelson Dean, Graduate School of Education Santa Barbara, CA 93106 (805) 961-3917 21023	University of Cincinnati Access-Success Dr. Harriette Flory Associate Dean 9555 Plain Field Road Cincinnati, OH 45236 (513) 745-5681 20108
University of California, Riverside Inland Area Writing Project Sue Teele Director, Education Extension University Extension/ Education H101 Bannockburn Riverside, CA 92521-0112 (714) 787-4361 21205	University of California, Santa Cruz Network for Excellence in Education Thomas Karwin Coordinator, University-School Relations 109 Crown College Santa Cruz, CA 95064 (408) 429-2208 21110	University of Colorado CU Systemwide Pre-Collegiate Development Program (PCDP) Ron Gallegos Coordinator, CU Systemwide PCDP Office of the President CB 27 Boulder, CO 80309 (303) 492-6209 20072	

University of Colorado
Colorado Geographic
Alliance (COGA)
A. David Hill
Professor and Alliance
Coordinator
Geography Department
Box 260
Boulder, CO 80309
(303) 492-6760
21265

University of Connecticut
University of Connecticut
Upward Bound/Health
Science Cluster Program
(HSCP)
Donna Miller-Benjamin
Director, Upward Bound/
HSCP
32 Hillside Avenue
Waterbury, CT 06710
(203) 757-1231, ext. 326
20124

University of Connecticut
Cooperative Program for
Superior Students
C. Albert Kind
Supervisor
Box U-126
Storrs, CT 06268
(203) 486-2822
20125

University of Connecticut
Connecticut Writing Project
(CWP)
Mary T. Mackley
Director, Connecticut Writing
Project
Box U-25A, Room 345
Storrs, CT 06268-1025
(203) 486-2328
20446

University of Connecticut
University of Connecticut
Program in Western
Civilization
Marvin R. Cox
Program Director
History Department
U-103
241 Glenbrook Road
Storrs, CT 06268
(203) 486-2253
20995

University of Delaware
Summer Institute for
Foreign-Language Teachers
Theodore Braun
Professor of Foreign
Languages and Literature
Newark, DE 19716
(302) 451-2852
20217

University of Delaware
Summer College
Martha A. Collins
Assistant Director, Special
Sessions
325 Hullihen Hall
Newark, DE 19716
(302) 451-2852
20679

University of Evansville
High School Bridge Program
Lynn R. Penland
Assistant to the Associate
Vice President for
Academic Affairs
1800 Lincoln Avenue
Evansville, IN 47722
(812) 479-2472
20054

The University of Findlay
Diverse Setting Experience
Richard Krauss
Director, Field-Based
Experience
1000 North Main Street
Findlay, OH 45840
(419) 424-4785
20412

The University of Findlay
Mazza Collection Gallery
School Extension Program
Dr. Jerry J. Mallett
Director, Mazza Collection
Gallery
1000 North Main Street
Findlay, OH 45840
(419) 424-4560
21187

University of Florida
History Teaching Alliance
(HTA)
Jane Landers
Director, History Teaching
Alliance
4131 Turlington Hall
Gainesville, FL 32611
(904) 392-0271
21267

University of Georgia
Program for School
Improvement
Carl D. Glickman
Director
College of Education
G-9 Aderhold Hall
Athens, GA 30602
(404) 542-3030
20231

University of Georgia
Project 2061 and Scientific
Literacy
Russ Yeany
University Coordinator
212 Aderhold Hall
Athens, GA 30602
(404) 542-1763
20481

University of Georgia
The 21st Century Project
Carl D. Glickman
Director, Program for School
Improvement (PSI)
College of Education
G-9 Aderhold Hall
Athens, GA 30602
(404) 542-3030
20715

University of Guam
Partnership in Education
Dr. Jose Q. Cruz
Associate Professor and
Coordinator
College of Education
UOG Station
Mangilao, Guam 96923
(671) 734-2921, ext. 3212
21024

University of Hartford
Aetna/Ward Career Ladder
Program
Richard P. Mills, Jr.
Executive Assistant to the
Dean
S.I. Ward College of
Technology
200 Bloomfield Avenue
West Hartford, CT 06117
(203) 243-4795
20137

University of Hartford
Connecticut Young Scholars
Program
Anne L. Pierce
Director, Special Projects
College of Engineering
200 Bloomfield Avenue
West Hartford, CT 06117
(203) 243-4849
20138

University of Hartford
Math/Science Electronic
Resource Center
Anne L. Pierce
Director, Special Projects
College of Engineering
200 Bloomfield Avenue
West Hartford, CT 06117
(203) 243-4849
20549

University of Hawaii
University of Hawaii Center
for Economic Education
Gail Tamaribuchi
Director, Center for
Economic Education
Porteus Hall, Room 540
2424 Maile Way
Honolulu, HI 96822
(808) 948-7009
21170

University of Hawaii at Hilo
The College Coordinator
Program
Dr. Thomas W. Bean
Chair, Education Department
Hilo, HI 96720
(808) 933-3611
20156

University of Hawaii at Manoa Philosophy in the Schools Dr. Thomas Jackson Director Department of Philosophy 2530 Dole Street Honolulu, HI 96822 (808) 948-7824 20283	University of Houston The Houston Teaching Academy (HTA)—A School/College Partnership Jane Stallings Director, College Academy School 254 Farish Hall Houston, TX 77204-5872 (713) 749-3575 20255	University of Houston-Downtown Chem-Start, Bio-Start, Phys-Start Dr. Jean A. Fefer Associate Professor of Chemistry One Main Street Houston, TX 77002 (713) 221-8171 20903	University of Illinois at Urbana-Champaign Minority Apprenticeship Program (MAP) Charles E. Olson Assistant Dean, College of Agriculture 104 Mumford Hall 1301 West Gregory Urbana, IL 61801 (217) 333-3380 20063
University of Hawaii at Manoa Hawaii School/University Partnership (HSUP) Juvenna M. Chang Executive Director 1776 University Avenue, #124 Honolulu, HI 96822 (808) 948-7709 20320	University of Houston Southeast Consortium for Educational Opportunity Dr. Wayne Sigler Dean of Admissions 4800 Calhoun Houston, TX 77004 (713) 749-2321 20831	University of Illinois at Chicago Early Outreach Ethel L. Caldwell Director M/C 969 Chicago, IL 60680 (312) 996-0986 20065	University of Illinois at Urbana-Champaign Principal's Scholars Program Walter H. Washington Director Room 1909 302 East John Champaign, IL 61820 (217) 333-0234 20064
University of Hawaii at Manoa School of Hawaiian, Asian, and Pacific Studies Edgar A. Porter School of Hawaiian, Asian, and Pacific Studies Moore Hall 315 1890 East-West Road Honolulu, HI 96822 (808) 948-6083 20768	University of Houston-Clear Lake Greater Houston Area Writing Project Doris Prater Codirector (with Barbara Samuels) 2700 Bay Area Boulevard Houston, TX 77058 (713) 488-9362 20227	University of Illinois at Chicago Network for the Enhancement of Teaching Mark Smylie Director College of Education M/C 147, Box 4348 Chicago, IL 60680 (312) 413-2409 20608	University of Indianapolis Partners in Education Dr. Mary Busch Director, Community Services 1400 East Hanna Avenue Indianapolis, IN 46227 (317) 788-3303 20561
University of Hawaii at Manoa Hawaii Geographic Alliance (HGA) Thomas A. Ohta Coordinator, Hawaii Geographic Alliance Department of Geography Honolulu, HI 96822 (808) 948-7345 20989	University of Houston-Clear Lake UHCL-ISD Teams Tutoring Program Jackie Rasberry Coordinator, Teacher Center 2700 Bay Area Boulevard Houston, TX 77058 (713) 488-9525 20806	University of Illinois at Chicago Chicago Area School Effectiveness Council Judith A. Ponticell Project Director College of Education M/C 147, Box 4348 Chicago, IL 60680 (312) 996-2539 20609	University of Iowa Iowa Chautauqua Program Robert E. Yager Director, Iowa Chautauqua Program 769 Van Allen Hall Iowa City, IA 52142 (319) 335-1189 20398
University of Hawaii at Manoa Rainbow Connection Ray Stupin Coordinator, Campus/Community Relations High School Relations Office BA 10 1630 Bachman Place Honolulu, HI 96822 (808) 948-7137 21021	University of Houston-Clear Lake Alpha II Gifted/Talented Program Dr. Steven J. Rakow Assistant Professor 2700 Bay Area Boulevard #310 Houston, TX 77058 (713) 488-9415 20967	University of Illinois at Chicago Center for Urban Educational Research and Development (CUERD) Lascelles Anderson Director, Center for Urban Educational Research College of Education Box 4348 Chicago, IL 60680 (312) 996-2423 20702	University of Iowa Iowa Writing Project Cleo Martin Assistant Professor of Rhetoric and English 72 English-Philosophy Building Iowa City, IA 52242 (319) 335-0183 21050

**University of Kentucky
Central Kentucky Curriculum Supplement Project**
Donald B. Coleman
Professor of Mathematics
731 Patterson Office Tower
Lexington, KY 40506-0027
(606) 257-4802
20441

University of Kentucky Holmes Professional Development Team
Dr. Sharon Brennan
Director, Field Experiences
104 Taylor Education Building
Lexington, KY 40506-0001
(606) 257-1857
20653

University of Kentucky Central Kentucky Japanese Saturday School
Miyuki Hashimoto
Director, Japanese Saturday School and Programs
1 Frazee Hall
Lexington, KY 40506-0031
(606) 257-7048
20891

University of Kentucky College Connection Program
Constance M. Baird
Director, Off-Campus Programs
1-A Frazee Hall
Lexington, KY 40506-0031
(606) 257-3377
20960

University of Kentucky Superintendent's Occupational and Academic Retreat (SOAR)
Sue Ecker
Director, SOAR
202C Frazee Hall
Lexington, KY 40506-0031
(606) 257-4050
21113

University of Louisville Center for Collaborative Advancement of the Teaching Profession
Dr. Raphael O. Nystrand
Dean, School of Education
Louisville, KY 40292
(502) 588-6411
20419

University of Maine Professional Preparation Teams
John W. Pickering
Coordinator, Educational Field Experiences
132 Shibles Hall
Orono, ME 04469
(207) 581-2456
21128

University of Maine at Farmington Center for Professional Development, Evaluation, and Research (CPDER)
Dr. Paula Morris
Director, CPDER
Franklin Hall
104 Main Street
Farmington, ME 04938
(207) 778-3501, ext. 240
20189

University of Maine at Fort Kent Saint John Valley Science Project
Dr. Ali Akbari
Assistant Professor of Chemistry
Fort Kent, ME 04743
(207) 834-3162
20977

University of Maryland, Baltimore County Adopt-A-School
Susan N. Boyer
Assistant to Vice Provost
Baltimore, MD 21228
(301) 455-2334
21133

University of Maryland, College Park Project Literacy
Theresa DiPaolo
Senior Adviser
1111 Francis Scott Key
College Park, MD 20742
(301) 454-2737
20615

University of Maryland, College Park School/University Cooperative Program
Muriel Sloan
Assistant Vice President for Academic Affairs
1120 Francis Scott Key
College Park, MD 20742
(301) 454-4284
20709

University of Maryland, College Park Summer Study in Engineering Program for High School Students
Marilyn R. Berman
Associate Dean, College of Engineering
College Park, MD 20742
(301) 454-7386
20969

University of Maryland, College Park Teacher Education Centers
Jim Henkelman
Acting Director, Office of Laboratory Experiences
College of Education
College Park, MD 20742
(301) 454-8729
21130

University of Massachusetts at Amherst The Teams Project
Dr. Robert Maloy
Continuing Education Manager and Adjunct Assistant Professor
School of Education
215 Furcolo
Amherst, MA 01002
(413) 545-0945
20122

University of Massachusetts at Amherst The Math English Science Technology Education Project (MESTEP)
Richard J. Clark
Director, Teacher Education
Amherst, MA 01003
(413) 545-1574
20192

University of Massachusetts at Amherst Western Massachusetts Five Colleges/Public School Partnership
Mary Alice B. Wilson
Coordinator, Five Colleges, Inc.
P.O. Box 740
Amherst, MA 01004
(413) 256-8316
21048

University of Massachusetts at Amherst Coalition for School Improvement
Robert L. Sinclair
Professor and Coalition Director
Center for Curriculum Studies
School of Education
Amherst, MA 01003
(413) 545-3642
21109

University of Massachusetts at Boston City Lights
Richard J. Clark
Special Assistant to the President
250 Stuart Street
Boston, MA 02116
(617) 482-8400
20448

University of Massachusetts at Boston Institute for Learning and Teaching Joseph Check
Director, Boston Writing Project
Harbor Campus
Dorchester, MA 02125
(617) 929-8564
20794

University of Massachusetts Medical Center High School Health Careers Program Augustin Auffant, MA/CAGS Program Director Office of Minority Student Affairs 55 Lake Avenue North Worcester, MA 01655 (508) 856-5541 20978	University of Michigan-Flint Wade H. McCree, Jr. Incentive Scholarship Program David James Director, Admissions 254 Crob Flint, MI 48502 (313) 762-3300 20003	University of Minnesota, Duluth Summer Reading Clinic Dr. Vern Simula Professor of Child and Family Development 10 University Drive Duluth, MN 55812 (218) 726-7131 20361	University of Minnesota, Duluth Postsecondary Enrollment Options Act Teri L. Williams Director, Postsecondary Enrollment Options Program Continuing Education and Extension 403 Darland Administration Building 10 University Drive Duluth, MN 55812 (218) 726-8835 20958
University of Massachusetts Medical Center Summer Fellowship Program for High School Science Teachers Monica E. Lowell Projects Coordinator, AHEC Program 55 Lake Avenue North Worcester, MA 01655 (617) 856-2444 20981	University of Michigan-Flint Math Field Day Dr. Matthew Wyneken Assistant Professor of Mathematics Department of Mathematics Flint, MI 48502 (313) 762-3244 20942	University of Minnesota, Duluth Teacher Mentorship Program Marlowe Smaby Professor of Psychology and Mental Health 10 University Drive Duluth, MN 55812 (218) 726-7117 20363	University of Minnesota, Duluth College in the Schools Teri L. Williams Director, College in the Schools Program Continuing Education and Extension 403 Darland Administration Building 10 University Drive Duluth, MN 55812 (218) 726-8835 20958
University of Michigan-Ann Arbor Center for Educational Improvement through Collaboration (CEIC) Jay L. Robinson Director, CEIC, and Professor of English 2014 SEB Ann Arbor, MI 48109-1259 (313) 747-1988 20371	University of Michigan-Flint Flint Summer Academy of Music Carolyn M. Mawby Associate Professor of Music Music Department Flint, MI 48502-2186 (313) 762-3377 21080	University of Minnesota, Duluth Transitions and Latch Key Dr. Robert J. Falk Adviser, Student Volunteer Leadership Program 113 Library, Achievement Center Duluth, MN 55812 (218) 726-7117 20552	University of Minnesota, Duluth Computer Science Contest Linda Deneen Department Head, Computer Science 10 University Drive Duluth, MN 55812 (218) 726-7607 21015
University of Michigan-Dearborn Detroit Public Schools Incentive Scholarship Program Carol S. Mack Director, Admissions 4901 Evergreen Dearborn, MI 48128 (313) 593-5100 21119	University of Minnesota, Duluth Education Fest Linda S. Belote Director, Achievement Center 138 Library, UMD Duluth, MN 55812 (218) 726-7152 20074	University of Minnesota, Duluth AWS Slide Show Linda Deneen Department Head, Computer Science 10 University Drive Duluth, MN 55812 (218) 726-7607 20895	University of Missouri-Columbia Minority Intern Program Dr. Charles D. Schmitz Assistant Dean 102 Hill Hall Columbia, MO 65211 (314) 882-7831 20554
	University of Minnesota, Duluth Anishinabe Teacher Education Project Terrie Shannon Associate Dean, College of Education 10 University Drive Duluth, MN 55812 (218) 726-7131 20360	University of Minnesota, Duluth Federal Drug Abuse Prevention Grant Marlowe Smaby Professor of Psychology and Mental Health 10 University Drive Duluth, MN 55812 (218) 726-7117 20896	

University of Missouri-Columbia Centralia Project Dr. Charles D. Schmitz Assistant Dean 102 Hill Hall Columbia, MO 65211 (314) 882-7831 20555	University of Missouri-Saint Louis Center for Economic Education Dr. Sarapage McCorkle Director, Center for Economic Education 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5248 20397	University of Missouri-Saint Louis Saint Louis Storytelling Festival Nan Kammann Director, Special Programs Arts and Sciences, Extension 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5045 .21139	University of New Hampshire Center for Educational Field Services Dr. Richard Goodman Director, Center for Educational Field Services 11 Morrill Hall Durham, NH 03824 (603) 862-1384 21223
University of Missouri-Columbia Memorandum of Understanding Dr. Charles D. Schmitz Assistant Dean 102 Hill Hall Columbia, MO 65211 (314) 882-7831 20556	University of Missouri-Saint Louis Access to Success Dr. Doris Trojca Graduate Coordinator 158 Marillac Hall 8001 Natural Bridge Road Saint Louis, MO 63121-4499 (314) 553-5483 20645	University of Montevallo Collaborative Effort with Public Schools Dr. Elaine W. Hughes Director and Professor of English Montevallo, AL 35115 (205) 665-6501 20792	 University of New Haven Project UCAN (UNH-Clemente-Academic Advancement Network) Robert Caruso Dean for Admission Services West Haven, CT 06516 (203) 932-7469 20018
University of Missouri-Kansas City Metropolitan Area Schools Project Peggy T. Hall MASP Coordinator UMKC SASS Building 5100 Rockhill Road Kansas City, MO 64110 (816) 276-1172 20076	University of Missouri-Saint Louis Bridge Program Dr. Sandy MacLean Vice Chancellor for Student Affairs Interim Director, Bridge Program 301 Woods Hall 8001 Natural Bridge Road Saint Louis, MO 63121-4499 (314) 553-5211 20874	University of Nebraska at Lincoln University of Nebraska at Lincoln Independent Study High School Monty McMahon Director, Independent Study 269 NCCE Lincoln, NE 68583-0900 (no phone number provided) 20650	 University of New Mexico APS-UNM (Albuquerque Public Schools-University of New Mexico) Collaborative Programs Keith Auger Coordinator, Teacher Education CIMTE, Projects Office Mesa Vista Hall, Room 3095 Albuquerque, NM 87131 (505) 277-9126 20423
University of Missouri-Saint Louis Advanced Credit Program Dr. E. Terrence Jones Dean, College of Arts and Sciences 301 Lucas Hall 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5501 20040	University of Missouri-Saint Louis Center for Economic Education Dr. Sarapage McCorkle Director, Center for Economic Education 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5248 21062	University of Nebraska at Omaha Metropolitan Omaha Educational Consortium Ken Hansen Executive Director, Metro Omaha Educational Consortium Kayser Hall 332 Omaha, NE 68182 (402) 554-3530 20540	 University of New Orleans Portal School Collaborative Project in Reading/Language Arts Dr. Joan P. Gipe Professor Department of Curriculum and Instruction New Orleans, LA 70148 (504) 286-7047 20356
University of Missouri-Saint Louis Kids on Campus Dr. Linda S. Rosenman Associate Dean for Arts and Sciences Extension 318 Lucas Hall 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5911 20042	University of Missouri-Saint Louis Gateway Writing Project Dr. Jane Zeni Director English Department 8001 Natural Bridge Road Saint Louis, MO 63121 (314) 553-5541 21220	University of Nevada, Las Vegas Joint Council on Student Teaching Dr. Mark Beals Associate Dean, College of Education 4505 Maryland Parkway Las Vegas, NV 89154 (702) 739-3229 21003	University of North Alabama Education Research and Inservice Centers Dr. Earl Gardner Director, ERIC UNA Box 5015 Florence, AL 35632-0001 (205) 760-4228 20310

University of North Alabama
Alabama Educational Computing Research and Development Network
Dr. James D. Burney
Professor of Education
Box 5016
Florence, AL 35632-0001
(205) 760-4623
20882

University of North Carolina at Chapel Hill
Teacher Education Through Partnership
William I. Burke
Associate Dean for Teacher Education
School of Education
CB #3500
Chapel Hill, NC 27599
(919) 962-1395
20291

University of North Carolina at Charlotte
UNCC Buncombe County Partnership
Ken Burrows
Director, Extension Program
Charlotte, NC 28223
(704) 547-2424
20274

University of North Carolina at Charlotte
UNCC Public School Extension Consortia
Ken Burrows
Director, Extension Program
Charlotte, NC 28223
(704) 547-2424
20275

University of North Carolina at Charlotte
UNCC Lincoln County Partnership
Ken Burrows
Director, Extension Program
Charlotte, NC 28223
(704) 547-2424
20276

University of North Carolina at Charlotte
Garinger-UNCC Partnership
Dr. Vernon Hoyle
Associate Professor and Director
Charlotte, NC 28223
(704) 547-2531
20277

University of North Carolina at Charlotte
Metrolina Educational Consortium
Dr. Robert A. Gwaltney
Associate Dean, College of Education
Charlotte, NC 28223
(704) 547-4509
20278

University of North Carolina at Charlotte
Charlotte-Mecklenburg Foreign Language Teachers Academic Alliance
Russel G. Rose
Associate Professor of French
Charlotte, NC 28223
(704) 547-2338
20279

University of North Carolina at Charlotte
History Teaching Alliance
Dr. Edward Lee
Lecturer and Director, Teacher Education
Department of History
Charlotte, NC 28223
(704) 547-4633
20280

University of North Carolina at Charlotte
The UNC Charlotte Area Local Physics Alliance
E. S. Oberhofer
Associate Professor of Physics
Charlotte, NC 28223
(704) 547-2505
20281

University of North Carolina at Charlotte
Project Supervisor: A Model Clinical Teaching Program
Dr. Harold W. Heller
Dean, College of Education and Allied Professions
Charlotte, NC 28223
(704) 547-4707
20282

University of North Carolina at Charlotte
Newell-UNCC Partnership
Dr. Harold W. Heller
Dean, College of Education and Allied Professions
Charlotte, NC 28223
(704) 547-4707
20478

University of North Carolina at Greensboro
Collegium for the Advancement of Schools, Schooling, and Education
Jack I. Bardon
Director, Collegium for Advancement of Schools
School of Education
Ferguson Building
Greensboro, NC 27412
(919) 334-5100
20985

University of North Dakota
Science Task Force
Dan Rice
Director, Instructional Development
Box 8161
Grand Forks, ND 58202
(701) 777-3325
20983

University of Northern Colorado
Partnership for Professional Renewal of Master Teachers
Sandra Simmons
Assistant Dean, College of Education
Greeley, CO 80639
(303) 351-2430
20348

University of Northern Colorado
Greeley Strategic Planning Initiative
Gene E. Hall
Dean, College of Education
Greeley, CO 80639
(303) 351-2817
21022

University of Oklahoma
Danforth Principal Preparation Program
Frank O. McQuarrie, Jr.
Visiting Assistant Professor
820 Van Vleet Oval
Norman, OK 73019
(405) 325-1523
20209

University of Oklahoma
Co-op Council of Oklahoma School Administrators, New Principal's Staff Development
Gene Shepherd
Professor
College of Education
Room 205
820 Van Vleet Oval
Norman, OK 73019
(405) 325-1508
20228

University of Oregon
Oregon Writing Project
Dr. Nathaniel Teich
Project Director
Department of English
Eugene, OR 97403
(503) 686-3911
21045

University of Oregon
Career Information System Consortium
Bruce McKinlay
Executive Director
1787 Agate Street
Eugene, OR 97403
(503) 686-3872
21226

University of Pennsylvania
Say Yes to Education
Dr. Norman Newberg
Director, Say Yes to Education Foundation
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-1819
20123

University of Pennsylvania
Delaware Valley Ecology Alliance
Dr. F. Bruce Robinson
Associate Director
College of General Studies
Philadelphia, PA 19104-6386
(215) 898-5407
20216

University of Pennsylvania
Center for School Study Councils
Dr. Harris J. Sokoloff
Executive Director, Center for School Study Councils
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-7371
20292

University of Pennsylvania
Philadelphia Writing Project
Dr. Susan Lytle
Director, Philadelphia Writing Project
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-1919
20515

University of Pennsylvania
Architecture in Education—Program of the Philadelphia Foundation for Architecture
Lee Copeland
Dean, Graduate School of Fine Arts
102 Meyerson/6311
34th and Spruce Streets
Philadelphia, PA 19104
(215) 898-8321
20547

University of Pennsylvania
School-University Alliance
Dr. Ann O'Sullivan
Associate Professor of Pediatric Nursing
School of Nursing
420 Guardian Drive
Philadelphia, PA 19104-6096
(215) 898-4063
20579

University of Pennsylvania
Pennsylvania Governor's School for Business
Anita Kravitz
Director, Undergraduate Division
1100 Steinberg Hall-Dietrich Hall
Philadelphia, PA 19104
(215) 898-8618
20677

University of Pennsylvania
LEAD Program in Business (Leadership, Education, and Development)
Harold J. Haskins
Operations Director
3609 Locust Walk
Philadelphia, PA 19104
(215) 898-8596
20678

University of Pennsylvania
Bridging The Gap (BTG), Collaborative for West Philadelphia Public Schools
Dr. Norman Newberg
Director, School Programs
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-1819
20697

University of Pennsylvania
Adopt-A-School
Karren E. Henderson
Business Administrator
Wharton School
3620 Locust Walk
Philadelphia, PA 19104-6302
(215) 898-3016
20914

University of Pennsylvania
Penn Partners Program
Janet Theophano
Assistant Director, College of General Studies
210 Logan Hall
Philadelphia, PA 19104-6384
(215) 898-5389
20963

University of Pennsylvania
Project START (Student Teachers as Researching Teachers)
Dr. Marilyn Cochran-Smith
Director, Project START
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104-6216
(215) 898-7378
20988

University of Pennsylvania
West Philadelphia Improvement Corps (WEPI'C)
Ira Harkavy
Vice Dean, School of Arts and Sciences
Office of Community-Oriented Policy Studies
307B College Hall
Philadelphia, PA 19104-6377
(215) 898-5351
21165

University of Pittsburgh
Western Pennsylvania Principals' Academy
Joseph S. Werlinich
Director, Western Pennsylvania Principals' Academy
5P32 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7159
20233

University of Pittsburgh
Administrator in Residence
Nicholas DeFigio
Coordinator, Administrator in Residence Program
5520 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7167
20234

University of Pittsburgh
Inquiring School Network
Dr. Rita M. Bean
Associate Professor
5N25 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7211
20235

University of Pittsburgh
Counseling Professionals Partnership
Gordon Spice
Associate Professor
Pittsburgh, PA 15260
(412) 624-7234
20236

**University of Pittsburgh
Pittsburgh Collaborative
Teacher Education Project**
Dr. Michael Sherman
Director, Teacher Education
School of Education
4H30 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7333
20237

**University of Pittsburgh
Reform and Partnership in
Preparing Teachers**
Dr. Kathryn Atman
Associate Professor
4C14 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7317
20524

**University of Pittsburgh
Consortium of Professional
Education Organizations of
Western Pennsylvania**
Thomas J. La Belle
Dean, School of Education
5T01 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-1769
20614

**University of Pittsburgh
Maximizing Adolescent
Potentials (MAPS)**
Carl I. Fertman
Executive Director, MAPS
5A01 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7196
20761

**University of Pittsburgh
College in High School**
Anne Rawlinson
Director, College in High
School
928 Cathedral of Learning
Pittsburgh, PA 15260
(412) 624-6852
20878

**University of Pittsburgh
Composition Network**
Jean E. Winsand
Associate Executive
Secretary, Tri-State Area
School Study Council
5K34 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7248
21012

**University of Pittsburgh
Tri-State Area School Study
Council**
Charles J. Gorman
Executive Secretary, Tri-State
Area School Study Council
5K32 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-0000
21013

**University of Pittsburgh at
Bradford**
Careers for the 21st Century:
A Career Day for Eighth
Grade Students
Holly J. Spittler
Director, Career Planning
and Placement
Bradford, PA 16701
(814) 362-7657
20855

**University of Pittsburgh at
Greensburg**
"Keep the Options Open"
Program
Jerry Sheridan
Dean of Students
Youngwood, PA 15697
(412) 925-4062
20576

**University of Puerto Rico
The University of Puerto
Rico's Partnership Project
With Schools**
Ana Helvia Quintero
Director, Office of Academic
Affairs
Central Administration
P.O. Box 4984
San Juan, PR 00936-4984
(809) 250-0000, ext. 3201
21034

**University of Rhode
Island**
University of Rhode Island/
Providence School
Department Partnership
Program
Dr. Marcia Marker Feld
Executive Director, Urban
Field Center
Room 105
22 Hayes Street
Providence, RI 02908
(401) 277-3982
21088

**University of Rochester
Looking Into Future
Education (RAC LIFE
Project)**
Darryl W. Boone
Associate Director,
Admissions
Meliora Hall
Rochester, NY 14627
(716) 275-3221
20675

**University of San Diego
Partnership in Education**
Maria Martinez-Cosio
Director, Community
Programs
Alcala Park
San Diego, CA 92110
(619) 260-4659
20725

**University of San Francisco
Partnerships and
Collaboration**
Fay L. Bower
Coordinator, University
Planning
San Francisco, CA 94117
(415) 666-2000
20259

**University of South
Alabama**
South Alabama Research and
Inservice Center (SARIC)
Dr. Phillip Feldman
Professor and Director
College of Education
Mobile, AL 36688
(205) 460-6119
20289

**University of South Carolina
Cities in School Partnership**
Dr. Aretha B. Pigford
Associate Professor
College of Education
Columbia, SC 29208
(803) 777-6030
20590

**University of South
Carolina at Aiken**
South Carolina Teacher
Cadet Program
Dr. James Kauffman
Associate Professor
171 University Parkway
Aiken, SC 29801
(803) 648-6851
20094

**University of South
Carolina at Aiken**
Science and Technology
Enrichment Program
(STEP)
Hugh Hanlin
Science Director, STEP
Aiken, SC 29801
(803) 648-6851, ext. 3429
20095

**University of South
Carolina at Aiken**
Ruth Patrick Science
Education Center
Jeffrey M. Priest
Director, Ruth Patrick
Science Education Center
Aiken, SC 29801
(803) 648-6851
20385

**University of South Carolina
at Aiken**
Symphony in the Schools
William J. House
Dean, College of Social
Sciences and Professions
171 University Parkway
Aiken, SC 29801
(803) 648-6851
20971

University of South Carolina at Lancaster Program Offering College Classes to Talented and Gifted High School Students Peter N. Barry Academic Dean P.O. Box 889 Lancaster, SC 29720 (803) 285-7471 20681	University of Southern California USC Med-COR Program Dr. John A. Davis Director, Med-COR Program PMB C-301 1420 San Pablo Los Angeles, CA 90033 (213) 224-7406 20633	University of Southern California Mathematics, Engineering, Science Achievement (MESA) Larry Lim Director, MESA School of Engineering OHE 104 Los Angeles, CA 90089-1455 (213) 743-2127 21078	University of Southwestern Louisiana Special Services Program Robert L. Carmouche Director, Special Services P.O. Box 43452 Lafayette, LA 70504 (318) 231-6831 21225
University of South Carolina-Coastal Carolina College Teacher-In-Residence Program Dr. Dennis G. Wiseman Dean, School of Education and Health Professions Kearns Hall Conway, SC 29526 (803) 347-3161 20322	University of Southern California Upward Bound Project Jeffrey L. Clayton Director, Upward Bound Project 3714 South Figueria Los Angeles, CA 90007 (213) 743-6395 20637	University of Southern California Joint Educational Project (JEP) Richard Cone Director, JEP House Los Angeles, CA 90089-0471 (213) 743-7698 21136	University of Tampa Project SERVE Dr. Helene Silverman Associate Professor Division of Education Tampa, FL 33606 (813) 253-6224 20616
University of South Carolina-Coastal Carolina College Teacher Cadet Program Dr. Sandra Bowden Director, Field Services and Special Projects Kearns Hall Conway, SC 29526 (803) 347-3161 20857	University of Southern California School Outreach Program Heidi Lesemann Assistant Director, Arnold Schoenberg Institute University Park MC-1101 Los Angeles, CA 90089-1101 (213) 743-5362 20731	University of Southern California Education Consortium of Central Los Angeles (ECCLA) Dr. Samuel Mark Director, Civic and Community Relations 835 West 34th Street, South #102 Los Angeles, CA 90089-0751 (213) 743-5480 21253	University of Tennessee, Knoxville Library Cooperative Program for Advanced Placement Students Angie LeClercq Head, User Education University of Tennessee Library 1115 Volunteer Boulevard Knoxville, TN 37996-1000 (615) 974-4273 20098
University of Southern California The Mutual Learning Program for University and High School Teachers Sherryl Lucarelli Director, Academic Relations USC Letters, Arts, and Sciences Los Angeles, CA 90089-1263 (213) 743-0546 20154	University of Southern California University Project Director California Writing Project HSS 201 Los Angeles, CA 90089 (213) 743-5672 21051	University of Southern Mississippi School Psychological Services Dr. R. P. Edwards Professor of School Psychology Southern Station Box 5025 Hattiesburg, MS 39406-5025 (601) 266-4604 20318	University of Texas at San Antonio The Model Schools Program Robert J. Krajewski Director, Division of Education San Antonio, TX 78285 (512) 691-4400 21176
	University of Southern California Summer Honors Program Richard Fliegel Director, Summer Honors Program JEF 200, MC-1295 Los Angeles, CA 90089-1295 (213) 743-8684 21074	University of Southern Mississippi Center for Gifted Studies Dr. Frances Karnes Professor of Special Education Southern Station Box 8207 Hattiesburg, MS 39406-8207 (601) 266-5244 20848	University of Toledo Research Apprenticeships in Science Dr. Gordon A. Parker Professor of Chemistry Toledo, OH 43606 (419) 537-4592 20084

University of Vermont
Vermont School
 Development Institute
Dr. Kenneth Hood
 Coordinator, Vermont School
 Development Institute
College of Education and Social Services
 228 Waterman Building
 Burlington, VT 05405
 (802) 656-2030
 20323

University of Vermont
The CORE Program
Charles Rathbone
 Associate Professor
 5346 Waterman Building
 Burlington, VT 05405
 (802) 656-3356
 20325

University of Vermont
Employment and Training Specialist Project
Susan B. Hasazi
 Professor, Special Education Department
 405A Waterman Building
 Burlington, VT 05405
 (802) 656-2936
 20326

University of Vermont
Vermont Post-School Indicators for Program Improvement Project
Susan B. Hasazi
 Professor, Special Education Department
 405A Waterman Building
 Burlington, VT 05405
 (802) 656-2936
 20327

University of Vermont
A Supported Employment Model for Vermont Schools
Susan B. Hasazi
 Professor, Special Education Department
 405A Waterman Building
 Burlington, VT 05405
 (802) 656-2936
 20592

University of Vermont
Cooperative Planning Model in Vermont
Susan B. Hasazi
 Professor, Special Education Department
 405A Waterman Building
 Burlington, VT 05405
 (802) 656-2936
 20865

University of Virginia
The Virginia School-University Partnership
Gerald Wallace
 Associate Dean, Curry School of Education
 Ruffner Hall
 405 Emmet Street
 Charlottesville, VA 22903-2495
 (804) 924-3335
 20196

University of Virginia
Center for the Liberal Arts
Marjorie P. Balge
 Assistant Director, Center for the Liberal Arts
 P.O. Box 3697
 Charlottesville, VA 22903
 (804) 924-7654
 20295

University of Washington
Physics Education Group
Lillian C. McDermott
 Professor, Department of Physics
 FM-15
 Seattle, WA 98195
 (206) 543-8692
 20182

University of Washington
Early Scholars Outreach Program (ESOP)
Dr. Millie Russell
 Assistant to the Vice President
 392 Schmitz Hall PC-45
 1400 N.E. Campus Parkway
 Seattle, WA 98195
 (206) 543-6598
 20767

University of Washington
Washington MESA
Patricia MacGowan
 Director, Washington MESA
 College of Engineering
 353 Loew FH-18
 Seattle, WA 98195
 (206) 543-0562
 20926

University of West Florida
Year-Long Internship
Dr. Larry Wynn
 Director, Teacher Education Student Services
 1100 University Park way
 Pensacola, FL 32514
 (904) 474-2945
 20716

University of West Florida
Center for Economic Education
Dr. Parks Dimsdale
 Business Dean
 11000 University Parkway
 Pensacola, FL 32514
 (904) 474-2348
 20881

University of West Florida
Teacher Education Centers
Dr. P. C. Wu
 Professor and Director
 11000 University Parkway
 Pensacola, FL 32514-5753
 (904) 474-2949
 21049

University of West Florida/Florida A & M University
Panhandle Center of Excellence in Mathematics, Science, Computers, Technology
Dr. William P. Halpern
 Codirector
 Department of Chemistry
 11000 University Parkway
 Pensacola, FL 32514
 (904) 474-2741
 20153

University of Wisconsin-Center-Marathon County
History Teaching Alliance/Central Wisconsin Foreign Language Advocacy Group
James Lorence
 Professor of History
 518 South 7th Avenue
 Wausau, WI 54401
 (715) 845-9602
 20315

University of Wisconsin-Milwaukee
University of Wisconsin-Milwaukee/Milwaukee Public Schools
William J. Kritek
 Special Assistant to the Vice Chancellor
 P.O. Box 413
 Milwaukee, WI 53201
 (414) 229-5253
 20089

University of Wisconsin-Milwaukee
Milwaukee Area Academic Alliance in English
Jessica R. Wirth
 Associate Dean, College of Letters and Science
 P.O. Box 413
 Milwaukee, WI 53201
 (414) 229-5891
 21269

University of Wisconsin-Parkside
Regional Staff Development Center
Esther Letven
 Director, Regional Staff Development Center
 Box 1000
 Kenosha, WI 53141-2000
 (414) 553-2208
 21057

University of Wisconsin-Parkside
Creating Higher Aspirations and Motivations Program (CHAMP)
Mary Vlasak
 Interim Director, CHAMP
 Box 2000
 Kenosha, WI 53141
 (414) 553-2234
 21079

U University of Wisconsin-Parkside

Discovering Research
Rose Trupiano
Reference/Instruction
Librarian
Library/Learning Center
Box 2000
Kenosha, WI 53141
(414) 553-2143
21132

University of Wisconsin-Platteville

Cooperative
Dolores Hutcheson
Professor of Education
Doudna 146
Platteville, WI 53818
(608) 342-1268
20648

University of Wisconsin-Stevens Point

Collaboration to Assist Beginning Teachers to Achieve Results (COSTAR)
Dr. Thomas McCaig
Professor
Stevens Point, WI 54481
(715) 346-2040
20272

University of Wisconsin-Stevens Point

Central Wisconsin Environmental Station
Joseph Passineau
Director, Central Wisconsin Environmental Station
College of Natural Resources
Stevens Point, WI 54481
(715) 824-2428
20647

University of Wisconsin-Whitewater

Teacher Assistance Program
Dr. Dorothy Tiede
Coordinator, Teacher Assistance Program
Whitewater, WI 53190
(414) 472-1895
21120

Upper Iowa University Collaborative Field

Experience Pilot Project
Irene Chalmers-Neubauer
Chair, Division of Education, and Associate Professor
Fayette, IA 52142
(319) 425-5258
20248

Upsala College

College Preview Program
Joyce Lopez
Assistant Professor
East Orange, NJ 07017
(201) 266-7042
20866

Utah State University Instructional Improvement Project to Implement Learning Cycle in Biology, Chemistry, and Physics

Walter Saunders
Project Director
Department of Secondary Education
Logan, UT 84322-2815
(801) 750-2222
21231

Utah System of Higher Education

Concurrent Enrollment
Dr. Mark H. Spencer
Assistant Commissioner for Academic Affairs
3 Triad, Suite 550
Salt Lake City, UT 84180-1205
(801) 538-5247
21082

V

Vanderbilt University Pencil Foundation (Public

Education: Nashville
Citizens Involved in Leadership)
Malcolm Getz
Associate Provost
Box 155 Peabody Station
Nashville, TN 37203
(615) 322-7120
20553

Vermont Technical College Tech-Prep

Stephen Waterman III
Director, Admissions
Randolph Center, VT 05061
(802) 728-3391
20496

Vermont Technical College Women in Technology (WIT) Project

Jennifer Williams
Coordinator, WIT Project
Randolph Center, VT 05061
(802) 728-3391
20867

Vermont Technical College

Vermont Academy of Science and Technology
David B. Grundy
Headmaster
Randolph Center, VT 05061
(802) 728-3391
20868

Villa Julie College

Project Reach and Retain and The Summer Institute
Carolyn Hill
Assistant Director, Admissions
Green Spring Valley Road
Stevenson, MD 21153
(301) 486-7001
20097

Villa Maria College of Buffalo

Liberty Partnerships Program
Sr. Mary O. Ortiz, CSSF
Director, Liberty Partnerships Program
240 Pine Ridge Road
Buffalo, NY 14225
(716) 896-0700
20853

Virginia Commonwealth University

Basic Educational Skills and Training (Project BEST)
Dr. Diane Simon
Assistant Dean, School of Education
Box 2020
1015 West Main Street
Richmond, VA 23284
(804) 367-1308
20602

V. Virginia Commonwealth University

Collaborative Teacher Education Program (CoTEEP)
John A. Oehler
Dean, School of Education
1015 West Main Street
Richmond, VA 23284-2020
(804) 367-1308
21129

V. Virginia Polytechnic Institute & State University

The Tomorrow's Teachers Program
Sidney E. Crumwell, Jr.
Director
225 War Memorial Hall
Blacksburg, VA 24061
(703) 231-5920
20445

Virginia Wesleyan College

Hampton Roads Chamber of Commerce Adopt-A-School Program
Dr. William M. Wilson
Dean of the College
Norfolk, VA 23502
(804) 455-3200
20132

W

Wagner College

Staten Island Continuum of Education, Inc.
Dr. Norbert H. Leeseberg
Vice President
Staten Island, NY 10301
(718) 390-3100
20984

Wagner College

Community Health System, Eger Homes, and Wagner College Consortium
Dr. Norbert H. Leeseberg
Vice President
Staten Island, NY 10301
(718) 390-3100
21041

Wake Forest University Business/Education Partnership Claudia Colhoun Assistant to the Provost Box 7225 Winston-Salem, NC 27109 (919) 761-5891 20144	Wayne State University Advanced Studies Program Dr. Alfred L. Cobbs Assistant Provost 1170 Mackenzie Hall Detroit, MI 48202 (313) 577-2025 20004	Wayne State University National Writing Project: Metro Detroit Dr. Phoebe Mainster Department of English Detroit, MI 48202 (313) 577-3116 20433	Weber State College Early College Linda M. Ward Director, Early College Ogden, UT 84408-4006 (801) 626-6343 20009
Walla Walla College Bridge Between Secondary School and College Program Robert W. Gardner Associate Dean for Academic Administration and Registrar 204 South College Avenue College Place, WA 99324 (509) 527-2811 20732	Wayne State University Dual Enrollment Program Dr. Alfred L. Cobbs Assistant Provost 1170 Mackenzie Hall Detroit, MI 48202 (313) 577-2025 20005	Wayne State University Michigan Educational Extension Service Robert Bherman 421 Education Building Detroit, MI 48202 (313) 577-8282 20503	Weber State College Northern Utah Arts Consortium Dr. Sherwin W. Howard Dean of Arts and Humanities Ogden, UT 84408-1904 (801) 626-6425 20010
Walsh College Walsh College Saturday School Dr. Paul Wachtel Assistant Director, GRAD Studies 2020 Easton Street, NW Canton, OH 44720 (216) 499-7090, ext. 212 20109	Wayne State University Detroit Compact LaWanda McCain 2 North Education Building Detroit, MI 48202 (313) 577-8136 20037	Wayne State University Collaborative School Improvement Process Wendell Hough 381 Education Building Detroit, MI 48202 (313) 577-1736 20518	Weber State College Golden Spike Empire Language Association Dr. Jeffrey Stokes Associate Professor, Department of Foreign Languages Ogden, UT 84408-1403 (801) 626-6185 20302
Washburn University of Topeka High School/College Partnership Robert D. Stein Chair, English Department Topeka, KS 66621 (913) 295-6441 20649	Wayne State University Project 1991 Dr. Creigs Beverly School of Social Work 206 Cohn Building Detroit, MI 48202 (313) 577-4445 20081	Wayne State University Wade McCree Incentive Scholarship Program Ronald Hughes Director, Undergraduate Admissions 3 East Helen Newberry Joy Detroit, MI 48202 (313) 577-3581 20529	Weber State College Utah Geographic Alliance Dr. Wayne L. Wahlquist Professor of Geography Ogden, UT 84408-2510 (801) 626-6943 20303
Wayne Community College Tech-Prep/2+2 Articulation Agreement Curtis Shivar Dean of Curriculum Programs Caller Box 8002 Goldsboro, NC 27533-8002 (919) 735-5151 20477	Wayne State University Saturday College Classes Dr. Alfred L. Cobbs Assistant Provost 1170 Mackenzie Hall Detroit, MI 48202 (313) 577-2025 20082	Waynesburg College Summer Challenge Daniel Giosta Director, Grants Development Waynesburg, PA 15370 (412) 852-3289 20674	Weber State College Center for Science Education Dr. Michael I. Cousens Director Ogden, UT 84408-2509 (801) 626-6185 20304
Wayne State University Phase Program James Blake 251 Education Building Detroit, MI 48202 (313) 577-0923 20409	Wayne State University Super Saturdays Program Dr. Alfred L. Cobbs Assistant Provost 1170 Mackenzie Hall Detroit, MI 48202 (313) 577-2025 20083	Weber State College Honors-Advanced Placement Outreach Dr. Ronald Holt Director, Honors Program Ogden, UT 84408-2904 (801) 626-6955 20008	Weber State College WEMATH Network Dr. Patricia P. Henry Professor of Mathematics Ogden, UT 84408-1702 (801) 626-6098 20305
			Weber State College Ogden Area History Teaching Alliance Dr. Richard W. Sadler Dean of Social Sciences Ogden, UT 84408-1204 (801) 626-6232 20306

Wellesley College Wellesley College-School Collaborative Kenneth Hawes Assistant Professor, Education Department Wellesley, MA 02181 (617) 235-0320 20185	West Los Angeles College Supergraduate Dr. Patricia Drummond Administrator and Project Director 4800 Freshman Drive Culver City, CA 90230 (213) 836-7110 21145	Western Kentucky University Professional Development Center (PDC) Network Jack Neel Director, PDC Network Suite 427, CEB Bowling Green, KY 42101 (502) 745-2451 21052	Whitman College Whitman Institute for Science Enrichment (WISE) Marc G. Pitre Coordinator, WISE Program Walla Walla, WA 99362 (509) 527-5176 20825
Wesleyan University Center for Creative Youth B. Joan Hickey Director, Center for Creative Youth Middletown, CT 06457 (203) 347-9411, ext. 2684 20919	West Virginia State College The West Virginia Center for Institutional Support Dr. Nancy M. Wilson Director, Academic Computing Campus Box 148 Institute, WV 25112 (304) 766-3396 20263	Western Michigan University The Educateur Program Dr. Abe Nicolaou Professor and Program Coordinator Special Education Department Kalamazoo, MI 49008 (616) 387-5946 20314	William Paterson College Northern New Jersey Writing Consortium at William Paterson College Dr. Donna Perry Codirector, Northern New Jersey Writing Consortium English Department Wayne, NJ 07470 (212) 595-2254 21169
Wesleyan University Project to Increase Mastery of Math and Science (PIMMS) Robert A. Rosenbaum Director, PIMMS A110 Butterfield Middletown, CT 06457 (203) 347-9411 21159	West Virginia University The Benedum Project and Professional Development Schools Teresa Field Associate Director, Professional Development Schools 802 Allen Hall P.O. Box 6122 Morgantown, WV 26506-6122 (304) 293-5703 20285	Western Wyoming College Partnership Duane Letcher Dean of Academic Affairs Rock Springs, WY 82902-0428 (307) 382-1616 20007	Winona State University WSU/ISD 535 Graduate Induction Program Dr. Lora Knutson Coordinator Rochester Center Highway 14 East Rochester, MN 55904 (507) 287-2199 20249
Wesleyan University CAUSE: Educational Studies Program Robert Kirkpatrick Vice President for University Relations North College Middletown, CT 06457 (203) 347-9411 21162	Western Connecticut State University Teacher Forum John Devine Associate Professor, Department of Education 181 White Street Danbury, CT 06810 (203) 797-4261 20313	Westmoreland County Community College "Keep the Options Open" Program Jerry Sheridan Dean of Students Youngwood, PA 15697 (412) 925-4062 20576	Winona State University Winona State University Education Alliance Otto J. Frank Dean, College of Education Winona, MN 55987 (507) 457-5570 20380
Wesleyan University Educational Studies Program Director, Educational Studies Program Butterfield B-315 Middletown, CT 06457 (203) 347-9411, ext. 289 21163	Western Illinois University TI-IN United Star Network Dr. David R. Taylor Dean, College of Education Macomb, IL 61455 (309) 298-1690 20586	Wheeling Jesuit College Financial Aid Workshop for Counselors and Parents E. F. Hall III Director, Admissions and Student Financial Planning 316 Washington Avenue Wheeling, WV 26003 (304) 243-2304 20703	Winthrop College Visiting Professors Program Dr. Albert M. Lyles Dean, College of Arts and Sciences Rock Hill, SC 29733 (803) 323-2169 20092
Wesleyan University Upward Bound-CONNCAP Peter Budryk Lecturer in Education 212 College Street Middletown, CT 06457 (203) 347-9411 21164		Wheeling Jesuit College National Honor Society Day E. F. Hall III Director, Admissions and Student Financial Planning 316 Washington Avenue Wheeling, WV 26003 (304) 243-2304 20712	Winthrop College Program for Artistically Gifted/Talented Don Rogers Director Winthrop Academy for the Arts Rock Hill, SC 29733 (803) 323-2255 20093

Winthrop College
Winthrop Olde English Consortium
 Dr. Benny Coxton
 Executive Director
 School of Education
 141 Breazeale Hall
 Rock Hill, SC 29733
 (803) 323-2157
 20173

Winthrop College
AP English Training Course
 Dr. Joye P. Berman
 Professor of English and Director
 Department of English
 Rock Hill, SC 29733
 (803) 323-2171
 20487

Winthrop College
Winthrop Writing Project (WWP)
 Dr. Joye P. Berman
 Professor of English and Director, WWP
 Department of English
 Rock Hill, SC 29733
 (803) 323-2171
 20489

Winthrop College
Winthrop PhoneFriend
 Dr. Susan J. Smith
 Director, Child Abuse Awareness and Prevention Project
 School of Education
 Rock Hill, SC 29733
 (803) 323-2151
 20600

Winthrop College
Middle School Life and Earth Science
 Dr. Everett Stallings
 Director
 School of Education
 Rock Hill, SC 29733
 (803) 323-2151
 20819

Winthrop College
Winthrop College Child Abuse Awareness and Prevention Project
 Dr. Susan J. Smith
 Director, Child Abuse Awareness and Prevention Project
 School of Education
 Rock Hill, SC 29733
 (803) 323-2151
 20968

Winthrop College
Project EQuality
 Dr. Benny Coxton
 Director, Olde English Consortium
 School of Education
 141 Breazeale Hall
 Rock Hill, SC 29733
 (803) 323-2151
 20970

Winthrop College
Big Brother/Big Sister Program
 Dr. Susan J. Smith
 Director, Child Abuse Awareness and Prevention Project
 School of Education
 Rock Hill, SC 29733
 (803) 323-2151
 20973

Winthrop College
Governor's Remediation Initiative
 John R. Rumford
 Acting Director, Governor's Remediation Initiative
 School of Education
 Rock Hill, SC 29733
 (803) 324-3176
 21085

Wittenberg University
Upward Bound
 Eddie Chambers
 Director, Upward Bound
 P.O. Box 720
 Springfield, OH 45501
 (513) 327-7535
 20090

C. Wittenberg University
Partnerships in Education
 Dr. Charles Dominick
 Vice President for Institutional Relations
 P.O. Box 720
 Springfield, OH 45501
 (513) 327-7919
 20531

C. Worcester Polytechnic Institute
WPI School-College Collaboration in Mathematics and Science Education
 Frank Trainor
 Affiliate Assistant Professor
 Project Center
 100 Institute Road
 Worcester, MA 01609
 (508) 831-5514
 20016

Wright College
Adopt-A-School Program
 Charles Guengerich
 Dean for Instruction
 3400 North Austin Avenue
 Chicago, IL 60634
 (312) 794-3250
 20542

Wright State University
Educational Development Leadership Information Network K-12 (ED-LINK 12)
 Dixie Barnhart
 ED-LINK 12 Field Representative
 228 Millett Hall
 Dayton, OH 45435
 (513) 873-2250
 20340

Wytheville Community College
Public School/Community College Connection
 Kay D. Kincer
 Assistant Director, Continuing Education
 1000 East Main Street
 Wytheville, VA 24382
 (703) 228-5541
 20273

Wytheville Community College
Region III Governor's Magnet School
 Dan C. Jones
 Professor of English
 Wytheville, VA 24382
 (703) 228-5541
 20778

Wytheville Community College
Dual Credit Programming
 Kay D. Kincer
 Assistant Director, Continuing Education
 1000 East Main Street
 Wytheville, VA 24382
 (703) 228-5541
 20955

X

Xavier University
Xavier University College Opportunity Program
 Dr. Merelyn Bates-Mims
 Director, College Opportunity Program
 3800 Victory Parkway
 Cincinnati, OH 45207
 (513) 745-3252
 20533

Xavier University of Louisiana
Project Outreach
 Gwendolyn Woods
Pharmacy Admissions Counselor
 New Orleans, LA 70125
 (504) 483-7427
 20935

Xavier University of Louisiana
Louisiana Engineering Advancement Program
 George Baker
 Director, Dual-Degree Engineering Program
 New Orleans, LA 70125
 (504) 483-7646
 21245

**Xavier University of
Louisiana**

Excel

Derrick J. Rovaris

Director, Super Scholar/Excel

New Orleans, LA 70125

(504) 483-7633

21246

Y**Yale University
Yale-New Haven Teachers'
Institute**

James R. Vivian

Director, Yale-New Haven
Teachers' Institute

P.O. Box 3563 Yale Station

New Haven, CT 06520

(203) 432-1080

21046

**York Technical College
School-College Partnership
Program**

Dan Blackmon

Department Manager

US 21 Bypass

Rock Hill, SC 29730

(803) 327-8000

20485

**York Technical College
Governor's Initiative for
Work Force Excellence**

Mona Baker

Work Force Specialist

US 21 Bypass

Rock Hill, SC 29730

(803) 327-8029

20705

APPENDIX A

Instructions for Participating in the National Survey of School-College Partnerships

Readers are invited to photocopy and complete the National Survey of School-College Partnerships form on the following pages in order to have their new partnership efforts included in the National School-College Partnership Database or to update previously submitted survey information. Inclusion in the database of up-to-date information about partnerships will facilitate future national surveys and ensure that those partnerships will receive information about upcoming publications and conferences.

Instructions

1. Be sure to include an abstract (300-500 words) describing your program activities. Surveys returned without abstracts cannot be included in the database (see question 8 of the survey form for detailed instructions).
2. Use a separate survey form to describe each major partnership activity in which your institution is involved. One survey form may be returned for partnerships that coordinate multiple activities under a **single** program title or rubric.
3. Carefully specify the grade levels your partnership serves (question 4), its discipline or content focus (question 5), and its scope (question 6), and indicate which of the four major categories in question 7 would be the most appropriate classification for your program in any future publications.
4. Do not use acronyms in program titles or your abstract without first providing full names or titles (e.g., "Board of Cooperative Educational Services," then BOCES).
5. Feel free to enclose program brochures or other descriptive materials with your returned survey to be added to the files of the Center for Research and Information on School-College Partnerships.

Return Completed Surveys and Abstracts to:

The Center for Research and Information on School-College Partnerships
Syracuse University
111 Waverly Avenue, Suite 200
Syracuse, NY 13244-2320

Telephone: (315) 443-2404; Fax: (315) 443-1524

THE NATIONAL SURVEY OF SCHOOL-COLLEGE PARTNERSHIPS

Coordinated by

The Center for Research and Information on School-College Partnerships
Syracuse University

1. Name of College/University: _____

- a. Institution's location: Urban Suburban Rural
b. Institution's status: Public Independent

2. Name of Program: _____

- a. Year partnership was established: _____
b. Check one: New submission for database Update information for a prior submission
c. Reference Number (for prior submissions only): _____

3. Program Contacts: Representatives who could be contacted for additional information):

College/University Contact

School Contact (Select one representative contact from a participating school, e.g., principal, teacher, coordinator.)

Name

Name

Title

Title

Address

Address

(_____) _____ - _____

(_____) _____ - _____

Telephone number

Telephone number

4. Grade Levels: If your partnership serves students directly, please check the school grade levels served by the partnership. (Check all that apply.)

- Elementary school grades Middle school grades High school grades

5. Focus: If your partnership has a particular discipline or content focus, please check the appropriate focus codes below. (Check all that apply.)

- Basic Skills/Study Skills
 Bilingual/ESL
 Business
 Critical Thinking/Problem Solving
 Cultural/Pluralism
 Drug/Sex Education, Suicide Prevention, Child Abuse
 Early Childhood
 Ecology/Environmental Issues
 Engineering/Technology/Computers
 English/Writing/Language Arts/Reading
 Foreign Languages
 Global Education/International Studies
 Health Professions/Health Education

- Leadership/Development
 Library
 Literacy
 Mathematics
 Music/Art/Performing Arts
 Parental Involvement
 Research
 Science
 Social Science/Social Studies/Government/Civics/Law/Economics
 Special Education
 Sports/Recreation/Physical Education
 Vocational/Occupational Education

6. **Scope:** Please indicate the scope and/or affiliation of your partnership model. (*Check one only.*)

- National Allied with a prominent national model (e.g., Project EQuality, Adopt-A-School, National Geographic Education Projects, AAHE's National Project in Support of Academic Alliances, National Writing Project, Mellon Project).
Specify national affiliation: _____
- Regional/ Statewide Serving schools throughout a state, region, or section of the country, and *not* affiliated with a prominent national model.
Indicate region/state served: _____
- Local Providing assistance or services to schools in close proximity to the sponsoring college or university (including city-wide programs), and *not* affiliated with a prominent national model.
Indicate city/county/local area served: _____

7. **Classification:** The National School-College Partnership Database groups programs under the four major categories listed below. Please check only *one* of the four major headings listed to indicate where your program might most logically fit. Since many programs serve several groups and have more than one mission, in any future publication the authors will appropriately cross-index programs based on information provided in your abstract (see question 8 below). Therefore, please check only *one* major heading and *one* subheading within that major heading.

- a. PROGRAMS AND SERVICES FOR STUDENTS
 Serving Underrepresented and At-Risk Populations
 College Courses for High School Students
 Enrichment and Gifted-and-Talented Programs
 Middle Colleges and Early Colleges
 Other _____
- b. PROGRAMS AND SERVICES FOR EDUCATORS
 Inservice Training and Staff Development
 Recruitment and Retention, Preservice Programs, and Early Career Support
 Teacher-Education Centers, Alternative Certification Programs, Teaching Excellence Awards, and School/College Faculty Exchanges
 National Models of Faculty Development and Professional Revitalization
 Programs for Leadership Development and School Management for Teachers, Administrators, and Counselors
 Other _____
- c. COORDINATION, DEVELOPMENT, AND ASSESSMENT OF CURRICULUM AND INSTRUCTION
 Curriculum and Instructional Materials Development
 Instructional Research, Evaluation, and Testing
 Tech-Prep 2+2 and Coordinated Vocational-Technical Programs
 Regional and Statewide Inter-Institutional Articulation Councils and Agreements
 Other _____
- d. PROGRAMS TO MOBILIZE, DIRECT, AND PROMOTE SHARING OF EDUCATIONAL RESOURCES
 Coordinating Councils and Consortia for School Improvement
 Adopt-A-School
 Tutoring and Volunteer Programs
 Magnet Schools
 Resource-Sharing Agreements

8. **Abstract:** Attach an abstract (300-500 words) describing your program; an abstract *must* be attached to this survey to be included in the database. In your abstract, describe:

- a. When and why the program was instituted.
- b. What populations are served (provide numbers if possible).
- c. Staffing and funding responsibilities of each partner.
- d. General activities of the partnership.
- e. Benefits derived by each partner.
- f. Summary of any evaluation data collected demonstrating program effectiveness.

Please make your abstract a model of good writing—clear, concise, technically correct, and engaging. Type your abstract on plain white paper (not letterhead); abstracts will be optically scanned to facilitate data entry. Do not use any acronyms without first providing full names or titles. Feel free to enclose brochures or other materials to supplement your abstract. Surveys returned without abstracts cannot be considered for inclusion in the National School-College Partnership Database or in any future publications.

Return Completed Survey and Abstract to:

The Center for Research and Information on School-College Partnerships
Syracuse University
111 Waverly Avenue, Suite 200
Syracuse, NY 13244-2320
Telephone: (315) 443-2404; Fax: (315) 443-1524

Thank you for your assistance!



APPENDIX B

Instructions for Using the National School-College Partnership Database

Information collected in the National Survey of School-College Partnerships has been used to compile this publication and to construct a national computer database of school-college partnerships. That database contains not only the data about each program found in the National Directory section beginning on page 239, but also abstracts (including those featured in Parts One through Four), school grade levels served by the partnership, academic subject areas addressed, school contact person (when available), the year the partnership was established, demographic information about the sponsoring higher education institution, program type, and program topical focus.

Contributing to the Database. The National School-College Partnership Database is a continually evolving entity that is updated regularly. Readers who are involved in a partnership effort that is *not* included in this publication are strongly encouraged to complete and return a survey form immediately (see Appendix A) so their programs can become part of the national database. Information about these programs can then be disseminated to individuals requesting customized searches and be referenced in any future publications. For programs already listed, their college or university contact persons are encouraged to use the survey form to register any changes in information regarding their programs.

Searching the Database. Because the database can be sorted several ways, and a report generated, the database can be useful to educators for a variety of purposes: to locate specific types of programs serving particular groups in a defined geographic area (e.g., New York and New Jersey mathematics-oriented programs for gifted middle school students and sponsored by public institutions). Frequent users of the database include individuals interested in initiating partnership activities in their region, graduate students writing theses and dissertations, state and federal officials planning legislation, foundations and other agencies developing funding guidelines, and organizations planning conferences. In addition to custom reports, it is possible to use the database to generate mailing labels in several formats.

The processing charge for a **database report** is \$65. **Mailing labels** cost \$10 per 100 labels (minimum charge, \$20). Charges will be adjusted periodically to reflect increases in the costs of providing search and retrieval services. The Request for Database Search form that follows explains the charges and the procedures for requesting a database search.

The Center for Research and Information on School-College Partnerships at Syracuse University reserves the right to deny access to the National School-College Partnership Database for purposes that it judges to be inappropriate. For example, names and addresses of individuals will not be provided for any commercial or profit-making enterprise.

THE NATIONAL SCHOOL-COLLEGE PARTNERSHIP DATABASE REQUEST FOR DATABASE SEARCH

Charges for Services

Search. A charge of \$65 includes a comprehensive search of any *or all* of the four major parts of the database and a search report, first class shipping and handling included.

You may narrow your search request without extra charge by specifying any of the following: grade level, geographic area, one or more of the subcategories under each of the major parts, and/or any of the focus codes.

The information provided with all **search reports** includes the name of the sponsoring higher education institution, the name of the partnership, its reference number, and the name, title, address, and telephone number of the higher education contact person for the partnership.

Labels. Pressure-sensitive **mailing labels** are available in either one-across or four-across, pin-feed format; the size of each address label is 1.5 x 4.0 inches. The charge for labels is \$10 per 100 (minimum charge, \$20). Shipping and handling are included. Since the number of labels to be generated is unknown until after the custom search has been completed, include the minimum charge of \$20 with your order, and you will be billed for any labels over 200.

The above rates for search services were set for 1991. Adjustments reflecting cost increases may have to be made over time.

To request a search report and/or mailing labels, complete this form and mail it with a check or institutional purchase order payable to **Syracuse University** to:

The Center for Research and Information on School-College Partnerships

Syracuse University

111 Waverly Avenue, Suite 200

Syracuse, NY 13244-2320

Telephone: (315) 443-2404; Fax: (315) 443-1524

Search Requested By

Name

Title

Institution

Address

City

State

Zip

Note: Search reports will be shipped to the above individual and address unless otherwise instructed.

Search Parameters

Major Part of Database

Select the **major parts** of the database you wish to search below. To narrow your search, check as many **sections** under those parts as you wish.

PART ONE: PROGRAMS AND SERVICES FOR STUDENTS

- Section 1. Serving Underrepresented and At-Risk Populations
- Section 2. College Courses for High School Students
- Section 3. Enrichment and Gifted-and-Talented Programs
- Section 4. Middle Colleges and Early Colleges

PART TWO: PROGRAMS AND SERVICES FOR EDUCATORS

- Section 1. Inservice Training and Staff Development
- Section 2. Recruitment and Retention, Preservice Programs, and Early Career Support
- Section 3. Teacher-Education Centers, Alternative Certification Programs, Teaching Excellence Awards, and School/College Faculty Exchanges
- Section 4. National Models of Faculty Development and Professional Revitalization
- Section 5. Programs for Leadership Development and School Management for Teachers, Administrators, and Counselors

PART THREE: COORDINATION, DEVELOPMENT, AND ASSESSMENT OF CURRICULUM AND INSTRUCTION

- Section 1. Curriculum and Instructional Materials Development
- Section 2. Instructional Research, Evaluation, and Testing
- Section 3. Tech-Prep 2+2 and Coordinated Vocational-Technical Programs
- Section 4. Regional and Statewide Inter-Institutional Articulation Councils and Agreements

PART FOUR: PROGRAMS TO MOBILIZE, DIRECT, AND PROMOTE SHARING OF EDUCATIONAL RESOURCES

- Section 1. Coordinating Councils and Consortia for School Improvement
- Section 2. Adopt-A-School
- Section 3. Tutoring and Volunteer Programs
- Section 4. Magnet Schools
- Section 5. Resource-Sharing Agreements

Grade Level

If you wish to restrict your search by grade level, please indicate this below. Otherwise, your search will include all available programs for all grade levels.

Elementary school

Middle school

High school

Geographic Area

If you wish to restrict your search to partnerships from a particular geographic area, indicate this below. You may specify one or more states **OR**, in the case of cities or regions, one or more postal zip code areas. Otherwise, your search will include all available programs nationwide.

State(s) to be included: _____

Zip code(s) to be included: _____

Focus Codes

One final way you can tailor your search is by the use of focus codes. Check as many of the following codes as are appropriate to your needs.

- | | |
|---|---|
| <input type="checkbox"/> Basic Skills/Study Skills
<input type="checkbox"/> Bilingual/ESL
<input type="checkbox"/> Business
<input type="checkbox"/> Critical Thinking/Problem Solving
<input type="checkbox"/> Cultural/Pluralism
<input type="checkbox"/> Drug/Sex Education, Suicide Prevention, Child Abuse
<input type="checkbox"/> Early Childhood
<input type="checkbox"/> Ecology/Environmental Issues
<input type="checkbox"/> Engineering/Technology/Computers
<input type="checkbox"/> English/Writing/Language Arts/Reading
<input type="checkbox"/> Foreign Languages
<input type="checkbox"/> Global Education/International Studies
<input type="checkbox"/> Health Professions/Health Education | <input type="checkbox"/> Leadership/Development
<input type="checkbox"/> Library
<input type="checkbox"/> Literacy
<input type="checkbox"/> Mathematics
<input type="checkbox"/> Music/Art/Performing Arts
<input type="checkbox"/> Parental Involvement
<input type="checkbox"/> Research
<input type="checkbox"/> Science
<input type="checkbox"/> Social Science/Social Studies/Government/Civics/Law/Economics
<input type="checkbox"/> Special Education
<input type="checkbox"/> Sports/Recreation/Physical Education
<input type="checkbox"/> Vocational/Occupational Education |
|---|---|

Mailing Labels

If you would like mailing labels produced in conjunction with a database search and report, please check one of the following two formats for pressure-sensitive, pin-feed labels:

- One-across labels (single strip) Four-across labels

Payment/Delivery

Every attempt is made to process and ship all requests for reports and/or labels within 10 working days of receipt. Please attach a check or institutional purchase order to each request. If you have any questions regarding your order, call the Center at (315) 443-2404 from 9:00 AM to 4:00 PM EST, Monday through Friday. Fax requests or inquiries can be received anytime at (315) 443-1524.

Praise from the Field

"Just as AAHE succeeds at bringing faculty together over common issues, this directory succeeds at facilitating important and productive academic connections."

—*Claire Gaudiani, president, Connecticut College, and founder, Academic Alliances*

"Linking America's Schools and Colleges is an invaluable sourcebook. This second edition provides more useful information than ever before."

—*Alison Bernstein, associate dean, Princeton University, and 1990-91 AAHE Board Chair*

"The book is an indispensable source of ideas and contacts, providing needed context and examples to help connect partnership efforts around the country."

—*Alfredo G. de los Santos, Jr., vice chancellor, Maricopa Community Colleges*

THE AUTHORS

FRANKLIN P. WILBUR is Director of Undergraduate Studies at Syracuse University, where for many years he has also administered Project Advance, a nationally known school-college partnership serving schools throughout the Northeast. As an Associate Professor in Syracuse's Graduate School of Education, he has taught courses on instructional development, planning and managing change and innovation, project management, and educational administration. A frequent speaker at regional and national meetings, Dr. Wilbur has consulted with schools and colleges throughout the country and has written extensively on the topic of school-college partnerships and educational reform.

LEO M. LAMBERT is Associate Dean of the Graduate School, Director of the Teaching Assistant Program, and Associate Professor of Higher Education at Syracuse University. Formerly associated with Project Advance, he has published many articles and coauthored (with Franklin Wilbur) two monographs on the subject of school-college partnerships. Dr. Lambert's other areas of interest include program evaluation, evaluation of teaching, and teaching assistant training and faculty development.



AMERICAN ASSOCIATION FOR HIGHER EDUCATION

One Dupont Circle, Suite 600

Washington, DC 20036-1110

ph 202/293-6440 • fax 202/293-0073

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